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A Commission was set up by the state legislature to identify gifted students and conduct research to find the best methods for teaching them. Pilot centers identified the gifted through tests and ratings, and demonstrated teaching procedures as listed in the survey results. These schools were surveyed in 1960 to determine what programs were being successfully used in elementary and secondary schools. Of the 214 high schools reported, 91 use extra student loads (five solids in high school), 70 provide enrichment in regular classes, 71 schools use ability grouping which involves the greatest number of students and teachers. It has been common practice to form special interest groups or clubs. Seminars are provided for gifted students in six schools. Acceleration was accomplished in seven schools by students skipping a grade. This was recognized as unwise in many cases because very few schools had facilities for permitting students to do two years in one, or three years in two. Special classes for students with an intelligence quotient of 130 or over are increasing. Thirteen schools have this program. Most elementary schools use ability grouping of gifted students on a part-time basis because many of the schools are small. Enrichment was used quite frequently in the regular classrooms. Although there has been some faculty resistance to full-time ability grouping, in larger schools 68 of the 369 reporting schools provide this program. Sixty-five schools used special interest groups meeting irregularly during the day. Elementary schools faced the same problem in acceleration as the high schools, having to allow gifted students to skip grades. In one other survey, in the high schools, students did not seem to be thoroughly challenged in their courses. Another revealed that there is a good bit of ignorance and confusion about course offerings implying that better counseling services are needed. These studies resulted in the passing of legislation in 1961 on behalf of gifted student programs.

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THE STATE OF NORTH CAROLINA

PRACTICES IN TEACHING THE SUPERIOR AND GIFTED

FINAL REPORT

COMMISSION TO STUDY THE PUBLIC
SCHOOL EDUCATION OF EXCEPTIONALLY
TALENTED CHILDREN

CULLOWHEE, NORTH CAROLINA

U.S. Office of Education
(Project on the Gifted)

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ED001215

N. C. Department of Public Instruction
Program for Exceptionally Talented Children

THE STATE OF NORTH CAROLINA

PRACTICES IN TEACHING THE SUPERIOR AND GIFTED

FINAL REPORT

COMMISSION TO STUDY THE PUBLIC
SCHOOL EDUCATION OF EXCEPTIONALLY
TALENTED CHILDREN

CULLOWHEE, NORTH CAROLINA

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Photographs which appear in this publication came from several schools; namely, Valley Hills School in Henderson County, Elmhurst School in Greenville, Dana School in Henderson County, and McKee Laboratory School in Cullowhee, North Carolina.

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Copies of this report may be obtained from the Guidance Clinic, Western Carolina College, Cullowhee, North Carolina, Price $2.00.

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FOREWORD

This is the final report of the Commission to Study the Public School Education of Exceptionally Talented Children, which was set up by authority of Joint Resolution No. 69, passed by the General Assembly of 1959.

In that Session of the North Carolina Legislature, J. R. No. 973, A JOINT RESOLUTION CREATING A COMMISSION TO STUDY THE PUBLIC SCHOOL EDUCATION OF EXCEPTIONALLY TALENTED CHILDREN was introduced by Mr. John P. Kennedy, Jr., of Mecklenburg County. Co-signers were Mrs. G. W. Cover of Cherokee County, Dr. Rachel D. Davis, III, of Lenoir County, Mr. Hubert Humphrey of Guilford County, Mr. H. Cloyd Philpott of Davidson County, and Mr. Thomas Turner of Guilford County. The bill was ratified on June 19, 1959, as Resolution No. 69.

The Commission appointed by Governor Luther H. Hodges included nine members as follows:

Representative John Hargett of Trenton

Representative Hubert Humphrey of Greensboro

Superintendent Tommie Gaylord of Swan Quarter

Senator Charles F. Blackburn of Henderson

Senator James G. Stikeleather, Jr., of Asheville

Dr. Edward Cameron of the Department of Mathematics, University of North Carolina

Mr. J. O. Tally, Jr., of Fayetteville

Mr. Cecil Prince, Editor, Charlotte News, Charlotte

Dr. C. D. Killian, Head of the Department of Education, Western Carolina College, was appointed to serve as Chairman of the Commission.

After the untimely death of Mr. Prince, the governor appointed Mr. Robert F. Campbell, **Winston-Salem Journal-Sentinel**, Winston-Salem.

The Commission selected the following staff:

Dr. C. D. Killian, Head of the Department of Education, Western Carolina College, as Executive Officer;

Dr. Harold H. Bixler, Professor of Education, Western Carolina College, as Research Director; and

Mr. C. Douglas Carter, Director of Special Services, Winston-Salem Public Schools, as Field Director.

In addition to the above staff members, the Commission employed as consultants the following:

Dr. Charles E. Bish, Director of the National Education Association Project on the Academically Talented Student, and

Dr. Frank Scott, Associate Professor of Psychology, East Carolina College.

Dr. Harold H. Bixler and the staff carried on a number of rereach studies, most of which were action-type studies designed to stimulate the school people of the state to identify and work with gifted students. These studies are summarized in this Final Report. Mr. C. Douglas Carter as Field Director for the Commission, directed the work of the Pilot Centers which are reported in subsequent chapters. He also accepted many invitations to speak with groups and work with committees. In addition to Mr. Carter's work with schools, Dr. Harold H. Bixler, Research Director, served as consultant for the Pilot Centers in Hendersonville and Henderson County. Dr. Frank Scott worked with the Pilot Centers in Greenville and Pitt County.

We wish to express our thanks to Dr. Charles E. Bish who served as a consultant and was unusually helpful in initiating and planning the statewide program.

The responsibility for assembling and editing the reports from the Pilot Centers has been assigned to Dr. Harold H. Bixler.

We wish to thank the Mary Reynolds Babcock Foundation and the Z. Smith Reynolds Foundation for generous grants which financed the publication of this report as well as other phases of the continuing program for training teachers of superior and gifted students.

C. D. Killian
Chairman of the Commission

January, 1962

CHAPTER 1

THE WORK OF THE COMMISSION

By Harold H. Bixler

HOW THE COMMISSION WAS SET UP

The Commission to Study the Public School Education of Exceptionally Talented Children was established by Joint Resolution No. 69 of the General Assembly of 1959. Dr. C. D. Killian, head of the Department of Education, Western Carolina College, was Chairman of the Commission which included eight other members. These members were appointed by Governor Luther H. Hodges, upon the nomination of the Honorable Addison Hewlett, Jr., Speaker of the House, Lieutenant-Governor Luther E. Barnhardt, and the State Board of Education, together with two who were nominated by the Governor himself.

PURPOSES

The joint resolution stated six purposes which the Commission has endeavored to accomplish. These purposes are as follows:

(a) To determine the best methods of ascertaining which of the children in our public schools are exceptionally talented in any field of learning embraced by the school curriculum.

(b) To determine the best methods of training the talented children in each field of learning so as to develop, within the framework of our democratic school system, the capabilities of the children as soundly and rapidly as possible.

(c) To consider the problem of enlisting the support of local school boards and local citizens in implementing programs designed to develop the capabilities of the more able children.

(d) To present to the Governor and to the next session of the General Assembly such suggestions for aiding in the training of the more able children as the Commission may see fit and to present to the State Superintendent of Public Instruction, such suggestions for action as the Commission may deem appropriate.

(e) To focus attention of the public on the importance of maximum development of the talents of our school children.

(f) To study and make recommendations concerning such related matters as the Commission may see fit.

The Commission may limit its investigations to any particular age group or other group of students but, in any event, it shall consider the problems herein outlined as they may pertain to students in the high schools of the State.

ACTIVITIES OF THE COMMISSION

The Commission held twelve monthly meetings beginning in October, 1959. A schedule of topics and places is as follows:

October	Raleigh	Organization Meetings
November	Raleigh	Planning Session
December	Winston-Salem	Winston-Salem's Program for the Gifted
January	Raleigh	Identification Procedure
February 6	Greensboro	Enrichment Practices
February 26	Durham	The Community's Responsibility in Training Its Gifted
April	Greenville	Methods of Acceleration
May	Chapel Hill	Grouping
June	Cullowhee	The Role of the Parents in Helping the Gifted
July	Wrightsville Beach	Review of Hearings and Progress
September	Raleigh	Preparation of Recommendations
November	Raleigh	Drafting the Report

Speakers were invited to most of these meetings. These speakers included state officials, representatives from the State Department of Public Instruction, city and county superintendents of schools, principals, college professors, teachers, representatives of industry, and others. To each of the meetings were invited certain groups of people such as superintendents, supervisors, principals, and teachers in the areas where the meetings were held. Worthy of mention was the devotion of duty exhibited by each and every member of the Commission.

RECOMMENDATIONS

The Commission feels that every exceptionally talented pupil enrolled in the North Carolina public schools—regardless of his grade placement or the place in which he lives—deserves an opportunity to develop his individual abilities to the fullest. The Commission recommends the adoption of a state-wide program for bright and gifted children, adaptable to the varying needs of all public schools, large or small, rural or urban.

PROCEDURES

The Commission recommends that some or all of these recommended procedures be followed:

There should be systematic and scientific identification techniques at all grade levels from one to twelve. These procedures would include an initial screening by the use of group intelligence tests and similar methods. This screening should be followed by individual evaluation and testing by competent personnel.

The following steps are recommended in establishing programs for gifted children in local administrative units:

1. A study of the needs of superior students and possible ways of meeting them.

2. In-service training programs for teachers, possibly including correspondence and extension courses as well as faculty-study groups.

3. Adoption of a plan for selecting and grouping students. This plan may call for a full-time grouping, in which bright students remain together for the entire day, or a part-time grouping, in which they are grouped by subjects, such as reading at nine o'clock and arithmetic at one o'clock.

4. Provision of adequate supplies and appropriate equipment.

5. Extensive use of community sponsors, i.e., college and University personnel, where available, and qualified lay persons who might help guide the studies of able students.

6. Establishment of counseling services, that is, professional assistance in solving individual problems.

7. A summer program on a local or regional basis.

PROGRAMS-ELEMENTARY SCHOOLS

1. **Planning committee.** It is desirable to set up a planning committee for each local school undertaking a program. Some in-service teacher training programs may include faculty meetings, extension courses, and attendance of summer school.

2. **In-service program.** At the elementary level, in-service programs may include many different approaches such as: (a) faculty meetings, (b) committee meetings, (c) extension courses, (d) attendance at summer school. and plans for teachers

to visit pilot centers or other teachers who are already engaged in one of these programs.

3. **Ability grouping.** Elementary schools may group pupils according to ability on a full-time basis or on a part-time basis for different subjects.

4. **Cluster groups.** In cases where full-time ability grouping does not seem to be practical, cluster grouping is recommended.

5. **Nongraded Primary.** Another grouping plan is known as the Nongraded Primary School, in which pupils progress at their own rate and may be promoted to grade four after two years in school.

6. **Special classes** for highly gifted children may be set up in some school systems.

7. **Enrichment** and **acceleration.** If pupils are grouped, teachers and principals should plan for the adaptation of the course of study to provide an appropriate educational program for the top-level students.

8. **Materials** and **textbooks.** Textbooks and other suitable materials must be available.

9. **Equipment.** In most cases additional equipment such as a portable science unit would also be helpful.

10. **Use of community resources.** Qualified people may be invited to discuss their special interests, travels, or vocations and make contributions, such as teaching a foreign language. In addition, both bright and gifted classes might well plan field trips.

11. **Television.** Television courses in foreign languages, science, and other subjects should be utilized insofar as they may fit into the curriculum.

12. **Counseling service.** Counseling service is essential. It is wise to counsel parents, as well as childen, informing them about the contemplated program. When a child is to be transported to a special class away from his home school, it is necessary that counseling begin in advance of the opening of the school term.

13. **Summer programs.** Some schools may find it feasible to organize summer programs for the gifted.[1]

---

[1] Administrators and Principals who wish to obtain more details about these and other recommendations of the Commission should consult **Report of the Commission to Study the Public School Education of Exceptionally Talented Children,** as well as **Providing for the Bright and Gifted,** a manual for administrators. Both of these publications may be ordered from the Guidance Clinic, Western Carolina College, Box 37, Cullowhee, North Carolina.

PROGRAMS—SECONDARY SCHOOLS

The suggestions which follow apply both to junior and senior high schools or grades seven through twelve.

1. **Planning committee.** A local committee to make plans is essential.

2. **In-service training programs.** In-service training programs may include faculty seminars, extension and correspondence courses, and attendance at summer school.

3. **Ability grouping.** Ability grouping by subjects, currently and widely used in North Carolina high schools, should be encouraged.

4. **Special classes.** Special classes for highly gifted children may well be organized in the secondary school, especially if students are in such classes in the elementary school.

5. **Materials and Textbooks.** Adequate textbooks and suitable materials are essential in an enrichment program, as well as in the Advanced Placement Program.

6. **Equipment.** Additional equipment will often be needed.

7. **Television courses.** Television courses and extension classes should be utilized insofar as they fit into the planned curriculum.

8. **Counseling service.** Counseling service in the high school is even more important than in the elementary school. In the high school this involves help in programming, so that every able student may take five solid subjects every semester.

9. **Advanced Placement Program.** In high schools where qualified teaching personnel and capable students are available, the Advanced Placement Program should be instituted, so that students entering college may qualify for advanced standing. Where this is not practicable, honors courses and seminars are possible alternatives.

10. **Early entrance to college.** In certain cases, a few students may be advised to enter college at the end of the eleventh grade.

11. **Summer programs.** Summer programs on a local or regional basis are desirable for students in a secondary school.

12. **Subject-matter mastery by teachers.** Mastery of subject-matter by high school teachers who teach gifted students is essential.

ADDITIONAL PERSONNEL NEEDS

To facilitate the administration of this proposed state-wide program, the Commission made the following recommendations:

1. State funds should be appropriated to add to the permanent staff of the State Department of Public Instruction a Director of the Division for the Education of Exceptionally Talented Children.

2. State funds should be appropriated for continuation of the 5 Pilot Centers for another 2 years.

3. State funds should be appropriated to encourage local administrative units to develop programs. This long range program should include 30 additional teachers in 1961-62, and other additional teachers in later years.

4. Appropriation of state funds for school psychologists to aid in screening students.

The Commission further recommends that the state be divided into districts, preferably the NCEA districts. In each district there should be employed a school psychologist to aid schools in identifying their gifted students.

5. Appropriation of funds for district supervisors to serve as consultants.

In addition to a school psychologist in each NCEA district, the Commission recommends appropriation of funds for employing an area supervisor for the bright and gifted, to be assigned to each such district.

6. Appropriation of state funds for research.

It is also recommended that the State Department of Public Instruction allocate funds for the purpose of conducting and publishing research.

7. Appropriation of state funds for guidance personnel.

Guidance personnel are an essential element in the identification and counseling of exceptionally talented children. We wish to recommend that provision be made to add guidance personnel to the faculties of those school districts which do not at this time have guidance service.

ACTION OF 1961 GENERAL ASSEMBLY

The General Assembly in its 1961 session passed legislation entitled "An Act to Provide for the Public School Education of Exceptionally Talented Children in North Carolina." (Chapter 1077 in 1961 Session Laws). The following paragraphs are quoted:

WHEREAS, there was created by joint resolution of the General Assembly of the State of North Carolina in session in the year 1959, a Commission to Study the Public School Education of Exceptionally Talented Children; and

WHEREAS, this Commission after two years of intensive investigation and study has found the institution of a program for the education of exceptionally talented school children in the public school system of North Carolina to be strongly in the public interest and long overdue; and

WHEREAS, this Commission of the Legislature has made certain basic recommendation for the establishment of a statewide program for the exceptionally talented children; and this Act is necessary to implement that report and to establish a program under which all the exceptionally talented children of North Carolina shall have an opportunity fully to develop their talents and burgeon out the best that is within them; and

WHEREAS, the establishment of such a program is essential in order that North Carolina and the nation may develop and utilize fully these valuable human resources in this time of local and national challenge and crisis: NOW, THEREFORE, The General Assembly of North Carolina do enact:

Section 1. There is hereby established a program for the education of exceptionally talented children within the public school system of North Carolina which shall be state-wide in operation and opportunity.

Sec. 2. As used in this Act,

(1) The term **"Exceptionally Talented Child"** means a pupil in the public school system of North Carolina who possesses the following qualifications:

(a) A group intelligence quotient of 120 or higher,

(b) A majority of marks of A and B,

(c) Emotional adjustment that is average or better,

(d) Achievement at least two grades above the state norm, or in the upper 10% of local norms of the administrative unit, and

(e) Shall be recommended by the pupil's teachers or principal.

The State Board is authorized to change the foregoing criteria for qualification as an exceptionally talented child, if deemed necessary, provided the qualifications shall be uniform in application.

(2) The term "Director" means the Director of the Division for the Education of Exceptionally Talented Children within the public school system.

(3) The term "State Board" means the State Board of Education.

(4) The term "State Superintendent" means the State Superintendent of Public Instruction.

Sec. 3. There is created within the State Department of Public Instruction a division to be know as the Division for the Education of Exceptionally Talented Children.

Sec. 4. The Division for the Education of Exceptionally Talented Children within the public school system shall be administered by a Director under the general supervision of the State Superintendent. The Director shall be appointed by the State Superintendent subject to the approval of the State Board. The salary of the Director shall be determined by the State Personnel Council upon recommendation of the State Board and shall be adequate to obtain a person highly trained and qualified by reason of education and experience. The State Board is authorized to provide the Director with such assistance, clerical help, and travel allowances as it may determine to be necessary to carry out the responsibilities of the office of Director under this Act.

Sec. 5. The Director shall recommend and the State Superintendent appoint, with the approval of the State Board, a supervisor for testing and pupil classification who shall, in cooperation with existing testing and pupil classification services of the Department of Public Instruction, be charged with the responsibility of testing and evaluating all children in the public school system for the purpose of identifying the exceptionally talented children. Said supervisor shall be a person well-trained and professionally qualified to carry out this responsibility. In addition, the Director shall recommend and the State Superintendent appoint, with the approval of the State Board, such specialists as may be necessary for adequate counseling and identification of such exceptionally talented school children throughout the State; and the State Board shall provide necessary funds for office expense and travel for the conduct of their work.

Sec. 6. In each of the eight educational districts into which the State is divided by the General Assembly pursuant to Article IX, Section 8 of the Constitution of North Carolina, appropriate programs of education for exceptionally talented children shall be established and developed by a district supervisor of education of the exceptionally talented children in the district. The district supervisors shall be recommended by the Director and appointed by the State Superintendent with the approval of the State Board, and shall be well trained, professional personnel. The district supervisors shall be provided funds for office expense and travel allowances. Their duties shall include assistance of local administrative units in planning programs and developing curricula for the exceptionally talented pupils.

Sec. 7. The Director, under the direction of the State Board and in accordance with the rules and regulations prescribed by it, is authorized to perform such other powers and duties as the State Board may prescribe for the implementation of the purpose of this Act, including the following:

(1) Research studies which will develop techniques, curricula, and materials especially applicable to exceptionally talented children;

(2) Recommendation of special books, materials, and other supplies to be purchased by the State Board for the proper implementation of this Act, including the local programs provided in Section 8;

(3) Direction of the district supervisors provided for in Section 6 in the development of proper curriculum and studies to fit the individual needs of exceptionally talented children within the district of the supervisor and of the local administrative units within such districts; and

(4) Establishment of standards for the teachers of the exceptionally talented to be employed or paid in whole or in part pursuant to the provisions of this Act and to give such examinations or tests as may be necessary to determine such qualifications.

Sec. 8. The Superintendent of any school administrative unit may submit to the Director a proposal, including any program already in operation, for a local program for the education of the exceptionally talented children in that administrative unit. If such proposal is approved by the Director, in accordance with rules and regulations to be prescribed by the State Board, for qualification of local programs under this Act, there shall be allocated by the State Board out of the Nine Months' School Fund, to the school administrative unit such funds as may be necessary to carry out the program. Such programs may include additional teachers, special materials and books, plans for identifying and guiding exceptionally talented students, or other items of excess cost not properly borne by the local unit, provided that the amount allocated shall not exceed a maximum amount for each participant pupil to be fixed by the State Board. Teachers for such approved local programs may be allotted out of the teachers provided for the Nine Months' School Fund, provided such allotment may be in addition to the regular teacher allotment to the administrative unit involved. Two or more administrative units may join together for the purpose of operating such a program, under the direction of the Division for the Education of Exceptionally Talented Children.

Sec. 9. Demonstrative programs for the education of exceptionally talented children in five pilot centers throughout the state shall be continued under the supervision of the Director for the school year 1961-1962, the excess expense of such pilot centers over and above local expenditure to be borne by the State out of the appropriation provided in this Act. The Director shall recommend rules and regulations subject to approval of the State Board, for the reimbursement of such excess expense. Subsequent to the school year 1961-1962, the Director shall, with the approval of the State Board, determine whether pilot centers shall continue to be operated, and if so, the number, location, and manner of operation thereof; provided that these pilot centers shall be representative of the various conditions and geographic areas throughout the state.

Sec. 10. There is hereby appropriated to the Nine Months' School Fund for the fiscal year 1961-1962 the sum of one hundred fifty thousand dollars ($150,000.00) and for the fiscal year 1962-1963 the sum of one hundred fifty thousand dollars ($150,000.00) for the implementation of the program for the education of exceptionally talented children in the public school system provided by this Act. The State Board shall transfer from this appropriation to the Department of Public Instruction the amounts the State Board deems to be required for the functions provided in Sections 3, 4, 5, 6, and 7 of this Act. The remainder of this appropriation shall be used for the allocations for approved local programs provided in Section 8 of this Act, and the allocations to the pilot centers, provided in Section 9 of this Act; provided that said allocations shall be over and above amounts which are available for implementation of these local programs and pilot centers from the regular allotments made from the Nine Months' School Fund to administrative units.

Sec. 11. Nothing in this Act shall prohibit or interfere with the operation in a local school administrative unit of any program for exceptionally talented children not qualifying for the State funds provided in Section 8 of this Act, but which is financed out of local funds.

Sec. 12. All laws and clauses of laws in conflict with this Act are hereby repealed.

Sec. 13. This Act shall become effective on and after July 1, 1961.

CHAPTER 2

ELMHURST SCHOOL, GREENVILLE, NORTH CAROLINA

By Helen D. Wolff, Principal

DESCRIPTION OF THE NONGRADED PRIMARY PROGRAM

Developing and organizing a nongraded primary school has been an interesting and challenging experience for the primary teachers at Elmhurst School in Greenville, North Carolina. The work on the primary unit began in the Spring of 1957. It has required study, ingenuity, and much time, but the results to date indicate that well-planned, flexible grouping of children promotes more effective learning and fosters happier, better adjusted children.

A PHILOSOPHY OF GROWTH

The nongraded primary organization is a means of making functional a philosophy which believes that each child should have the opportunity to proceed in his learning at a rate that is in keeping with his physical growth, mental ability, and emotional and social development. It recognizes that children of the same age vary greatly in their ability and rate of maturation. It provides a program to care for the wide range of differences among any group of children. It is not a method of teaching but rather an administrative tool designed to encourage and promote a philosophy of continuous growth.

STEPS IN PREPARATION FOR INAUGURATING THE PLAN

A. Before beginning the program the primary teachers evaluated the way in which they were grouping children under the graded system.

B. They carried out an intensive study program of nongraded primary programs in other schools throughout the United States. The reading program in grades one through six was evaluated by the entire staff.

C. The following objectives were set forth:

1. To provide a program for grouping young children which is flexible enough to allow each child to proceed in his learning at a rate that is commensurate with his physical, mental, and emotional maturity.

2. To challenge the able or gifted learners so they will not feel a sense of frustration and boredom in their early school experience.

3. To eliminate the fear of failure in young children—the fear of not making a grade in a prescribed length of time.

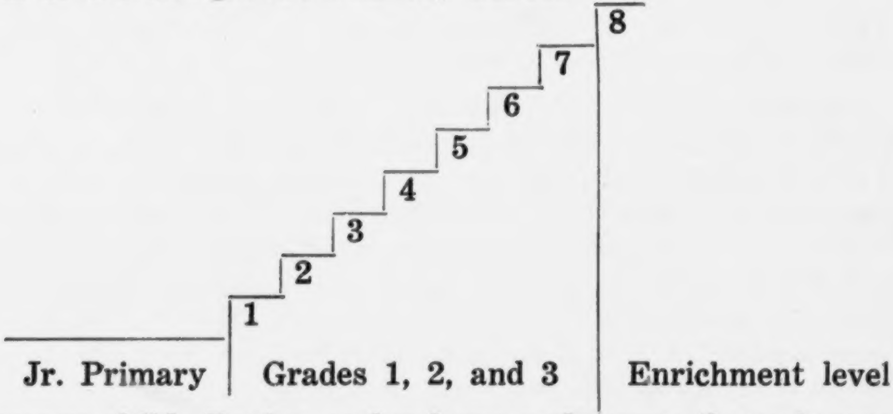
4. To give continuous learning experiences, avoiding repetition of material for some children and providing enrichment materials for others.

5. To limit the range of levels of work which individual teachers must cope with in a class of approximately thirty children.

6. To increase the knowledge and understanding of both teachers and parents concerning the ways in which children grow and develop, and to bring about more effective cooperation between home and school.

D. The primary teachers, working in small groups, defined a series of levels of achievement in language arts and arithmetic which students are expected to meet during the first three or four years of school.

Levels in the Nongraded Primary School



Average child: Begins on level one and moves through seven levels of work in three years and is then promoted to the fourth grade. The child will probably have three different teachers.

Academically talented child: Begins on level one and probably advances through level seven in two or two and one-half years. He is then placed on level eight where he receives an enriched and challenging program for part or all of the third year. He may have three or four teachers while in the primary school. Level eight is not required for promotion to the fourth grade. It is designed to meet the needs of the fast moving child, and of the child who completes part of level seven by the end of the third year, but is not physically or emotionally mature enough to go into the fourth grade.

The slow starting or immature child: Begins in Junior Primary and probably advances through level seven in three years, or it may take him four years. At no time is the child required to repeat materials and progression at a slower rate is considered normal. He will have two or three teachers while in the primary school.

SCREENING, TESTING AND GROUPING CHILDREN WHEN THEY ENTER SCHOOL (First Year Children)

The grouping of children entering school for the first time is based on:

1. Physical status
2. Teacher observation and judgment
3. Reading Readiness Test scores
4. California Mental Maturity Test scores

In addition to the criteria listed above, children are tested for recognition of colors, understanding of numbers, left to right eye direction, maturity shown in drawing a man, and their ability to adjust to group routine.

During the first three weeks of school each child is carefully screened. This process takes much time and effort on the part of the teachers and principal. It must be carefully done if children are to be placed in the group which will meet their needs. Teachers of the first year classes rotate for at least one period each day so that the children get to know each of these teachers. Children and parents understand that at the end of the first three weeks there will be some re-grouping. No child is moved unless it is felt it will be to his advantage.

THE JUNIOR PRIMARY PROGRAM

Children who are placed in the Junior Primary Program when they enter school have shown in the screening which is done at the beginning of the school year that they need a well-planned readiness program before they can be successful in formal work in the three R's. The enrollment of the Junior Primary class is smaller than the other first year classes in order for these children to receive more individual help from the teacher. Most of the pupils remain with this teacher for two years and the teacher progresses with them to the other levels of work as their growth permits. By the end of the second year most of these children progress through level five, and at the beginning of the third year are placed on level six with another teacher. It is believed that by having the same teacher for two years their progress is greater because no time is lost at the beginning of the second year in "getting acquainted." This type child profits considerably by having the security which comes in knowing the teacher.

If a child's progress during the first year is quite rapid, he is not required to stay with this group but is placed in a faster moving group.

The Junior Primary Program or "Continuing First-Year Program" has been carried on since September, 1957.

The attached table shows the chronological ages, mental ages, and reading readiness scores of a group of children starting in Junior Primary (group A) and a group starting on level one (group B).

Note that most of the children in group A were younger than the children in group B. The Reading Readiness Test scores and the mental ages of group A were on the whole lower than group B. However, each child was considered individually and placement was not wholly dependent upon test scores. Teacher observation and judgment was given considerable weight in making the decision. An example of this is evident in the case of the child in Class A whose chronological age was 6.4, mental age 7.3, and reading readiness average. Scores alone would lead one to believe he should have been placed in Class B; however, he was socially very immature and cried frequently during the first three months of school. He required much individual attention. After adjusting socially and emotionally, he made excellent progress and was placed in level seven at the beginning of the third year.

PARENT UNDERSTANDING AND PARTICIPATION

It is recognized that parent understanding and acceptance of the nongraded program is vital to its success. In the spring of 1960 (before the plan went into operation in September 1960), parents were invited to hear an explanation of the program at one of three meetings. Approximately ninety per cent of the parents attended. Charts and diagrams were prepared to aid in making the explanation. Copies of the levels of work were distributed. The advantages were pointed out and a comparison

TABLE I

DATA ON FIRST GRADE CLASSES

This chart shows the chronological ages, mental ages, and reading readiness scores of children in two of the first-grade classes at Elmhurst School in September, 1958. Class A is the less mature group which has continued with the same teacher for two years. Class B is more mature and all the children in the group were ready for second grade work at the end of the year.

CLASS A			CLASS B		
Cr. Age	Mental Mat. Age	Reading Readiness Score	Cr. Age	Mental Mat. Age	Reading Readiness Score
5.11	4.11	V. Low	6.7	6.4	High
6.0	5.0	Low	6.7	6.4	High
6.0	5.3	Low	6.8	6.5	High
5.10	5.3	Low	6.1	6.5	Av.
6.4	5.3	Av.	5.11	6.5	High
6.1	5.3	Av.	5.11	6.6	High
6.1	5.6	Low	6.10	6.9	Av.
6.1	5.6	Low	6.10	6.10	High
6.1	5.6	Low	6.9	6.10	High
6.1	5.7	Av.	6.2	6.10	High
6.0	5.7	Low	6.1	6.11	Av.
6.1	5.8	Av.	6.9	7.0	High
6.1	5.9	Av.	6.5	7.1	High
6.0	5.9	Av.	6.3	7.2	High
5.9	5.10	Av.	6.6	7.3	High
6.10	6.0	Av.	6.6	7.4	High
5.11	6.0	Av.	6.9	7.4	High
6.1	6.1	Low	6.6	7.5	High
6.0	6.1	Av.	5.11	7.5	High
6.3	6.1	Av.	6.8	7.7	High
6.5	6.3	Low	5.11	7.8	Av.
6.1	6.4	Av.	6.0	7.9	High
5.11	6.5	Av.	6.10	7.9	Av.
6.1	6.5	High	6.7	7.10	High
5.11	6.6	Av.	6.1	7.11	Av.
6.0	6.6	L. Av.	6.5	8.0	High
6.4	7.3	Av.	6.9	8.0	Av.
			6.9	8.1	V. High
			6.9	8.1	High
			7.6	8.3	V. High
			6.4	8.6	High

made between a graded and nongraded school. The parents gave wholehearted approval to the plan.

The form of reporting pupils' progress was changed because it was felt that more direct contact and better communication between teachers and parents was needed if the plan was to be successful.

Two parent-teacher conferences replaced two written reports. The following schedule for reporting was carried out in 1960-61:

1. Parent-teacher conferences for each child by the end of October
2. Written report in December
3. Parent-teacher conferences for each child by the end of February
4. Written report in April
5. Close of school report

Parents are informed by a note if the child progresses to another level in between report periods.

Early in the fall the teachers studied "conference techniques" and pooled ideas and experiences in an attempt to make the conferences as effective as possible.

Parents were asked to help prepare children for the new program and help them think in terms of levels instead of grades. The children accepted the program in a very matter-of-fact way. One teacher was heard to remark; "The children understand this better than parents or teachers." When a child was asked if he had been promoted, he replied, "No, I've been leveled!"

IDENTIFICATION OF ACADEMICALLY TALENTED CHILDREN

The academically talented child is identified through Mental Maturity Test scores and classroom performance. A second mental maturity test is given at the beginning of the second school year and the scores are compared with the mental maturity test score of the first year. Reading test scores are considered. The Stanford Achievement Test is administered at the beginning of level seven and at the end of level eight.

Table II shows the chronological age, educational age, and Stanford Achievement Test results for the 1960-61 school year.

TABLE II

TEST DATA OF NONGRADED PRIMARY STUDENTS AT THE END OF LEVEL EIGHT AS COMPARED WITH DATA OF THESE SAME STUDENTS AT THE BEGINNING OF LEVEL SEVEN

Beginning Level 7, October 1960	
Average chronological age for 32 children	8—9
Average educational age for 32 children	9—4
Ending Level 8, May 1961	
Average chronological age for 32 children	9—4
Average educational age for 32 children	10—5

Results of Stanford Achievement Test:

	Bat. Med.	Par. Mean.	Word Mean.	Aver. Read.	Spell.	Lang.	Arith. Reason.	Arith. Comp.	Aver. Arith.
October 1960	4.2	5.0	4.4	4.8	4.3	5.0	4.0	2.8	3.4
April 1961	5.5	6.1	5.0	5.8	5.4	6.9	5.2	4.9	5.0
Total gain in 7 months	1.3	1.1	0.6	1.0	1.1	1.9	1.2	2.1	1.6

ENRICHMENT MATERIALS AND ACTIVITIES

Numerous sets of books on each level and in different subjects—science, health, social studies, and reading—are available. The level of difficulty of each book is marked on the cover by the symbol L1, L2, etc. Most children read many books on each level.

French instruction is given to all children in levels six, seven, and eight. Fifteen minutes per day is devoted to this and the language is taught by a French lady.

By enrichment of the school program we mean providing new materials, activities, and learning situations which will give the child the opportunity to apply practically and at increasingly high levels the knowledge he gains from all parts of the curriculum.

The purpose of enrichment is to add to the curriculum these opportunities, at the same time making certain that the child acquires the skills and information taught at his level. He will probably master such learnings rapidly and will accept enthusiastically the challenge of additional activities.

The following activities are suggested as ones which have been tried and found to be interesting to the children who were working on levels seven and eight during the 1960-61 school year. Mrs. E. J. Carter, the teacher of the group, prepared the material recorded here.

Language Arts (after reading a story)

1. Make a simple outline of the story to use in telling it to others.
2. List the characters and use one word to describe each.
3. Write another ending for the story. (creative writing)
4. Choose five or six large colored pictures from magazines making sure that they have story value and eye appeal. Let the children choose their own titles for each, and write stories about them.

   Give recognition by displaying good work on a bulletin board or in a scrapbook.
5. Encourage creative writing by keeping a scrapbook of good work which meets standards of originality, language usage, and neatness. Let each child illustrate his work. This book should be kept on the library table or another convenient place where all may enjoy it.
6. Make an attractive box and write on it Stories, Poems, Plays. Place box on the bulletin board and encourage children to make frequent contributions to it.
7. (Material needed—paperback notebook)

   Each Monday morning write on the chalk board **Activity For The Week.**

   Under this caption assign some challenging activity to be worked on at any free time during the week. On Friday collect the books and note each child's work. Give recognition for good effort.

   Suggested activity:

   (a) Antonyms are words which have opposite meanings, such as

hot	soft
cold	hard

   (b) How many antonyms can you think of? Write them.
8. Build some word pyramids. Begin with a vowel. Add one letter each time in order to form a new word. Letters do not have to stay in order. Example:

   a
   at
   slat
   slate
   slates
9. Plan a class newspaper. Elect an editor and staff. Let children work in groups to write such features as current

events, stories, poems, jokes and riddles, personals, and a comic strip.

Allow one week for writing and collecting materials, and one week to publish. The printing may be done by hand on large newsprint by children who print neatly. Issue bi-weekly. If two copies are printed one might be kept on the class bulletin board and the other put in the school library.

10. Use dictionaries and encyclopedias to report on new topics and vocabulary.

11. Read selected or original short plays. Tape record them to be played later as children operate puppets to act out parts. (good to improve speech and oral expression)

During the year the pupils in levels seven and eight have done much supplementary reading through the school library.

There have been two scheduled library periods each week, one with the school librarian and one class directed.

They have learned the organization of the library: how to use the card catalogue, where to look for books by classification, film, projectors, screens, tape recorders, and records.

Certain children were trained by the school librarian to take charge of checking out and receiving books for the class. They were able to accept responsibility for replacing cards in books, and books in proper places on shelves.

There have been frequent story-hour periods with emphasis on reading orally for pleasure, and for developing desirable oral reading skills.

In the classroom there was an area designated for the room library. Bookshelves, library table and chairs were provided. About fifty books for this area were selected from the general library, periodically, by class committees.

Arithmetic

1. Make a chart—**By Rocket to the Moon.** Print children's names in a column on the left side. Mark 20 squares to the right of each child's name. At the top of each column of squares write the numbers from 12,000 miles to 240,000 miles, adding 12,000 miles each time. Allow one well-written assignment each day to count for traveling one square, or 12,000 miles (Use a red crayon to mark jet stream.)

   See how many can reach the moon in 20 days.

Upon arrival have children write a story of their impression of the moon, based on facts or imagination. (This is a good activity to teach the reading and use of larger numbers.)

2. Have children use dictionaries to locate large cities of the world, then write the names of the cities and the population of each.

   The children may be asked to find certain cities, or may hunt for cities according to their relative size.

3. Each morning have on the board **"Puzzle" for the Day.** Under this heading there should be some challenging number story problem within the realm of the child's understanding and experience.

   On the chalk tray below the "Puzzle" keep a supply of paper cut about 4 inches wide. Ask the children to show all of their work on this paper and place their answers in the colorful envelope which you have taped nearby. Check these at the end of the day.

   Be sure to recognize the pupils who solved the puzzle correctly and commend all effort.

Social Studies

1. Draw maps of familiar places such as home and yard, school room and playground.

   Study the United States and the State maps. Notice all explanations and markings.

   Follow the travels of friends, classmates, and others. Locate on maps the setting of stories.

2. Conduct class meetings with class president in charge for purposes of elections, weekly reports from student council representatives, etc. Give opportunity for discussion, and require proper parliamentary procedure.

3. Prepare boxes of clothing to give to the needy. Invite a member of the Welfare Department to come to the room to tell something of the work she does, and how the gift of clothing may be used to help others.

4. In any unit study, the children can do much parallel reading related to the social aspects of each. Much opportunity can be given for constructing displays and painting murals, etc.

Illustrated charts and booklets or original stories are meaningful.

EVALUATION

The complete nongraded program has only been in operation since September 1960. (Screening incoming first year children and setting up Junior Primary classes which continued with the same teacher for two years, has been in operation since September 1957.) In such a short time, it is not possible to make a complete evaluation; however, teachers and parents have expressed opinions regarding it.

Parent Evaluation:

A questionnaire was sent to parents in April 1961. Of 378 questionnaries distributed, 302 (80 per cent) were returned.

A letter accompanied the questionnaire giving its purpose and stating that it was not necessary to sign it.

The results of the questionnaire were:

1. Do you feel that you have a good understanding of the way in which your child will progress through the primary school?

yes	258	no response	21
no	23	(unanswered)	

2. Do you feel that your child was placed in the proper level at the beginning of the 1960-61 school year?

yes	271	no response	14
no	7		

If answer is "no", please indicate whether placement was:
too high 2 too low 5

3. Do you feel that your child has progressed, so far, satisfactorily?

yes	269	no response	27
no	6		

4. Do you feel your child has made more progress in the nongraded primary program than he would have in the regular graded system?

yes	169	no opinion	64
no	40	no reply	29

5. Do you feel the two scheduled parent-teacher conferences are worth-while?

yes	269	no reply	22
no	11		

6. Do you feel that the type of reporting we have had this year—two conferences and two written reports—is adequate?

yes	216	no reply	19
no	67		

7. Did you attend one of the three meetings held last spring or the meeting in September to explain the program?

yes	232	no reply	2
no	67		

If your answer is "yes," do you think that the explanation of the program at the meeting was adequate?

yes	221
no	11

8. Do you think the nongraded program should be continued?

yes	249	undecided or no reply	35
no	18		

Throughout the questionnaire space was provided for comments. Almost every returned questionnaire contained written statements from parents which gave more insight into their opinion than the "yes" or "no" answer. The following comments are typical of the ones made:

> "I believe the system has helped S—— move along at somewhat faster pace without undue pushing. Her exposure to the "enriching" experiences has certainly widened her interests and knowledge."
>
> "Besides making possible more rapid progress for each child, the nongraded program removes any stigma which might be attached to the child who cannot keep up with his age group."
>
> "I think this program is fine for everyone. This way each child has the advantage of progressing as he is capable."
>
> "We have two other children not yet in school, and we want them to have the advantage of this program regardless of their abilities."

"I feel my child has had more individual attention in this program."

"More emphasis on individualism."

"She is allowed to develop at a rate of speed comfortable for her."

Teacher Evaluation:

1. They believe they are meeting more effectively the individual needs of children in their classrooms. It is a great satisfaction to know that the academically talented child is not being held back but is being challenged and given an enriched program. It is also satisfying to know that the less mature child is not repeating material or failing to make a grade in a prescribed length of time.
2. They believe that children feel more secure and more leadership has emerged among the less mature children than would be possible in a graded situation.
3. There is more time for enrichment activities, and growth in the academic areas is faster because the levels of achievement within a classroom are not so wide as formerly.
4. They are more conscious of individual differences and are observing children more closely and with more understanding than ever before.
5. Each teacher feels that the program would be far more effective if the size of the classes could be reduced.
6. It is hard to forget grades and think only in terms of levels of work. This transition takes place slowly.
7. A large quantity of books is needed on each level. Sets of supplementary reading books in the areas of health, science, and social studies should be available, as well as an abundance of supplementary readers.
8. Parent conferences for each child have been extremely valuable in many ways, particularly in helping teachers understand the child, but they are very time consuming and released school time is needed if these are to be continued.
9. Interpretation of the program to parents is a continuous job. Parents need special help in understanding that this is not ability grouping in order to dispel any ideas of superiority or inferiority.

10. Teachers have worked together more effectively and are better informed about the total school curriculum. Every teacher in the school (not just primary teachers) should understand the program and be able to interpret and explain it.

11. Much time and effort is required in planning and setting up the program. Teachers must want to do this work and recognize it as an opportunity for professional growth. Flexibility and experimentation with ideas, methods, techniques, and materials are needed on the part of each staff member.

12. The success of the nongraded primary program is somewhat dependent upon the number of teachers in the primary school. Unless the Junior Primary classes can have small enrollments, it would be difficult to carry out the program.

13. It is stimulating and challenging to have a part in a new program.

SUMMARY OF KEY POINTS IN THIS PROGRAM

1. Every child has the opportunity to begin his school career at his point of readiness. All children are carefully screened at the beginning of school. Children who indicate a readiness for formal work in the three R's begin immediately. Other children are given a readiness program if the need is indicated.

2. There is no repetition of material for any child. He may progress slowly but records of his progress and the material he has used are kept to insure continuous growth.

3. The enrichment level (level 8) makes provision for the academically talented child to have an accelerated and challenging program without being removed from his social and emotional age grouping.

A FORWARD LOOK

The academically talented children who have worked on level 8 during the 1960-61 school year will be grouped together in the fourth grade. They will be carried forward in their academic program at a rate that is appropriate for their ability and in keeping with the program they have had in the preceding year.

CHAPTER 3

GREENVILLE JUNIOR HIGH SCHOOL SEVENTH AND EIGHTH GRADES

Compiled by Ellen L. Carroll, Director of Instruction

INTRODUCTION

One of the pilot centers set up by the Commission is the Greenville City School System, of which Mr. J. H. Rose is Superintendent.

The Greenville School System was selected as a pilot center because it was already giving attention to the needs of bright and gifted students and was experimenting with comprehensive grouping in the junior high school area. Mr. Joseph Smith is Principal of the Greenville Junior High which includes grades seven and eight.

Another deciding factor was the location in Greenville of East Carolina College, where necessary testing and guidance for the program were readily available.

ADMINISTRATIVE PROCEDURES

I. Philosophy and background of the program for gifted children

Members of the faculty of Greenville City Schools—grades 6-12—spent a year studying all phases of the Junior High School program prior to setting up the present grouping system. The following philosophy was adopted:

> "The guiding principles and philosophy of the Greenville Junior High School were formulated to provide pupil experience in five major areas: integration, exploration, guidance, differentiation, and socialization.
>
> The Greenville Junior High School proposes for **all** pupils a broad education in fundamentals and skills which will result in well-integrated individuals. It proposes to make the transition from the one-teacher program of elementary school to the departmental program of senior high school gradual and easy.
>
> "The school should provide a variety of subject matter and experiences to enable pupils to explore their own aptitudes and abilities and to use this knowledge in choosing vocations.

"Its specific guidance program should be used to assist pupils in grades 7-8 in making intelligent decisions; in making satisfactory mental, emotional, and social adjustments; and in preparing them for effective participation in learning activities.

"Its broad curriculum should provide differentiated educational experiences suited to the backgrounds and needs of the pupils. The curriculum should make provision for wise pupil planning and participation. The curriculum should be kept sufficiently flexible to meet emergencies and to provide for unusual situations in the school or community. It should provide preparation for college and practical training for those who will go to work after graduation from high school. Each subject should be related to the whole school program in interpretation and objectives.

"In the area of socialization, the school should help the child to understand the world about him and to become a good neighbor and responsible citizen in the school and community."

After studying records of sixth grade children, and all available research, the committee decided that to implement this philosophy, special consideration should be given to the identification, guidance and education of academically talented students as well as all other children, and that one way of doing this would be to group them in a classroom separate from other pupils. This decision necessitated setting up objectives as guides for screening students and for determining curriculum.

II. General Objectives

A. To use comprehensive criteria for screening children to be placed in academically talented groupings. All phases of child growth and development are considered.

B. To set up a basic, enriched, academic curriculum which will challenge each student to develop necessary skills in fundamentals; and to attain maximum growth in individual academic talents in a responsible, creative way.

C. To follow the North Carolina Course of Study on the seventh grade level, with added enrichment, since it is felt that whatever is appropriate for children in general is, to a great degree, appropriate for the exceptionally talented—and to accelerate by subjects on the eighth grade level.

D. To study records carefully for the purpose of determining strengths and weaknesses in academic subjects.

E. To build a program which will always be cognizant of the importance of the social and emotional development of each pupil; and which will help him attain maximum growth according to his own innate, individual personality.

F. To provide opportunities and guidance in the development of worthy, responsible citizenship.

G. To teach the importance of knowing desirable health habits and attitudes, and of taking responsibility for practicing these daily.

III. Organization

A. Administrative provisions

In order to more effectively carry out this program, serious thought was given to teacher placement as well as child placement. (It is highly important that the strength and talents of every teacher be used effectively.)

The placement of teachers was determined by their academic preparation, by their best possible teaching effectiveness, because of their keen interest in such a program, and in accordance with the curriculum and philosophy of the Greenville Junior High School.

As the seventh grade was self-contained, each teacher was assigned his respective group of children. (In order that the teacher might make the most effective use of his teacher potential, it was felt that the ideal number for a group would be thirty; however, this number must, of necessity, vary from time to time according to the talents of the students.)

As the eighth grade was partly self-contained for block instruction, the teacher best suited academically for the adopted block was placed in the position. The class load was kept to a minimum, preferably thirty or fewer pupils, to provide maximum results.

Grades were grouped, within the limits of the physical plant, whereby each grade level was more or less restricted to its own working area.

The daily schedule was devised to suit the needs of the teacher, pupil, and school program.

B. Personnel

The superintendent, director of instruction, principals, and teachers.

IV. Identification Procedures

A. Objective data (test scores, etc.)

California Mental Maturity Scores
Pintner Verbal
Stanford Achievement Scores
Report card grades
Scores on prognosis tests

B. Subjective data (teacher opinions, etc.)

Teachers' opinions
Parents' opinions
Children's desires
Mooney Problem Check List
Emotional evaluation of children

DESCRIPTION OF THE PROGRAM

I. Seventh Grade Grouping Practices

A. Description

Greenville Junior High School consists of the seventh and eighth grades. In 1957, a committee composed of Mr. J. H. Rose, the principal of Greenville Junior High School; the teaching personnel of the Junior High School; and Mrs. Ellen L. Carroll, Director of Instruction, set up criteria for grouping of students on the seventh grade level.

This school now has eight sections of seventh grade students, all comprehensively grouped. The top seventh grade group of academically talented students is made up of 18 boys and 18 girls, ages 11-13. Actually, the next two sections just below the top group may also be described as academically talented, though some might prefer to describe them as superior.

Criteria for the selection of these students in 1960-1961 were set up through experimentation in the previous three years. Each spring all sixth grade children are given a mental maturity test, either California Mental Maturity, or Pintner Verbal. The standards used in selecting the boys and girls for the top group are as follows:

1. Report card average of two or above
2. Language intelligence quotient of 120 or above
3. Consistent record in preceding years of superior scholarship and good daily study habits
4. Standard test battery median of 8.3 unless very outstanding in basic subjects
5. Emotional maturity
6. Attendance record
7. Physical status
8. Conduct grade
9. Teacher opinion—6th grade teachers recommend placement; 7th grade teachers do the actual placing.

   They try to look at all the children and fit the grouping to the students rather than fit the students to the grouping. Therefore, each year changes are made because each year the students are different.

In addition to the above standards, it is also necessary that the parents consent to place their children in this class. (An interesting commentary on the accuracy of this grouping plan, which includes so many criteria, is the fact that there have been no losses during the school year. In other words, every pupil selected was not only willing but able to maintain a fast pace.)

Screening and Evaluation Records are shown in the appendix. There will be some changes in screening candidates for the 7th grade academically talented groupings for the school year 1961-1962. These records will be filled out for each sixth grade child; studied carefully; and selections will be made accordingly. It is felt that this method is the fairest and most comprehensive yet evolved here.

The program is designed to challenge the fast-learning students. Competition for leadership is keen. In the other seventh grade groups new leadership is developed because responsibilities are open to those who have never had an opportunity for leadership before. Principals and teachers who fear that a grouping plan will result in lack of leadership in the slower groups will be encouraged by this finding.

B. The Personnel

Mrs. Irma S. Worthington; Mrs. Annette P. Plyler; Mrs. Edith Holmes; Coleman A. Gentry, Jr.; Joseph Smith, Principal; and Mrs. Ellen L. Carroll, Director of Program.

C. The Curriculum

All seventh grade students are given the recommended curriculum for the seventh grade. In the academically talented group, however, **each** area of instruction is accelerated and enriched. The unit descriptions which follow reveal how the teachers of this group developed each of the subject areas:

SEVENTH GRADE

GREENVILLE JUNIOR HIGH SCHOOL

By Annette P. Plyler

I. The group consisted of thirty-eight students who were screened during the summer before the opening of school. The attached list of standards was the basis for this grouping. (See **Screening and Evaluation Record** in Appendix.)

This group was different from the others in that we were trying to provide a situation in which those with superior intellect would receive more of a challenge than they might among average students. They were given the basic curriculum, but because they could cover the material faster, they could have more time for enrichment activities. They were given work on the basic skills because we found that in many instances this type of child was impatient with detail work and had become careless in his study habits.

All of the students in the seventh grade have special teachers for art, music, and physical education. This group had a special teacher for science also. Some of these courses have given them more opportunity for creative expression and advanced work.

One activity that grew out of the music class was the planning of a tour of America in song. The students, with the help of the music teacher, did research to determine music and dances representative of various parts of the country, made up words to fit the music of some of the songs, learned various dances, designed the costumes and drew the background for the stage presentation. The program was presented for the student body and for the Parent-Teacher Association.

In art they used water colors, charcoal, mosaics, linoleum block printing, and others for creative expression.

II. These students showed weaknesses in vocabulary and arithmetic computation and these were taken into consideration in planning the work for them. While I attended a course about the gifted child at Western Carolina College, I made a tentative plan for working on general semantics. This I have followed during the year.

III. Progress has been shown as indicated by more than a year's growth on Stanford Achievement Test scores and general improvement in basic skills. Two of these students were chosen as student leaders from all of the seventh grades. This would seem to indicate that there is no great resentment from the majority of the students. Though, as with any grouping, there have been a few problems, most of the people involved seem to have profited from the experience.

General Semantics

> "Talking to themselves unceasingly, men spin without end a net of words by which their thoughts, indeed their destinies are stayed."
>
> Wendell Johnson

This We Believe . . .

We use the term "general semantics" as the relationship between language and thought.

Since words have such a profound effect upon our lives and we live in a world of close communication, we feel that the study of general semantics has a definite place in the enrichment program for gifted children.

The study of general semantics should make the student aware of the importance of words in our daily lives, interest him to the origin of words, show the relationship between language and thought, show the misuse of the language and increase his ability to appreciate challenging literature and the fine arts.

This We Need . . .

C. C. Merriam and Co., **Picturesque Word Origins**

Christ, Henry I., **Winning Words**

Funk, Wilfred and Lewis, Norman, **Thirty Days to a More Powerful Vocabulary**

Johnson, Wendell, **Your Most Enchanted Listener**

Minteer, Catharine, **Words and What They Do to You**

Nurmberg, and Rhodes, N. F., **How to Build a Better Vocabulary**

Roget's Thesaurus

This We Can Do . . .

1. Relationship between meaning and context.

Ask the class to write what comes to their minds when they hear a word such as "fly." You can expect such responses as the following:

Time flies.
He caught the fly and the game was over.
I am going to fly to California.
I'd like to fly away from here.
Ducks are flying South.
My family overslept and I had to fly to get to school on time.

From this activity the teacher could encourage the students to make drawings or write short episodes in which one word is used for various meanings.

2. "Time" context.

   Use an example such as "John struck his mother." Get the students to see that time is important by indicating whether John is two years old or sixteen years old. Students could collect statements to illustrate this concept from sources such as reference books, maps, and periodicals. Emphasis should be placed on the fact that the reading of anything should take into account the date it was written.

3. Application of the idea of general semantics.

   Ask students to read such selections as "The Blind Men and the Elephant" and discuss how the thought of the selection applies to the study of general semantics.

4. Word activities.

   a. Have students keep a notebook of interesting words or phrases they find in listening or reading. The words could be listed in categories such as "Soft Words," "Loud Words," "Exciting Words," "Colored Words," or "Foreign Words." Encourage students to originate other categories. This type of activity would be applicable in developing special vocabularies such as those used in politics: **(caucus, steering committee, floor leader, filibustering, rider, quorum, referendum).**

   b. Give students sentences such as the following: If you needed a **gastropod,** would you look for one at a gas station, a drugstore, or on the beach? Ask them to write sentences using similar words. Use these as a basis for class discussion.

   c. Ask students to find the history of words—names, places, flowers, persons. Start with a word such as **"bonfire."** Explain that, at one time it meant a "fire of bones" and referred to the actual burning of bones. Such words as **calaboose, cabbage, sandwich, cantaloupe, titanic, jeans, tantalize, guillotine, sourdough, boudoir,** and **mackinaw** could be used.

   d. Individual dictionaries can be made using synonyms, antonyms, or rhyming words. The student could be encouraged to use original ideas for illustration of differences between words.

   e. Help students develop a specialized vocabulary such as the vocabulary they would use in science, mathematics, social studies, medicine, or aviation.

5. Students could collect cartoons or jokes that owe their humor to semantic confusions. They could also collect folklore such as rope-jumping rhymes, legends or folk songs.
6. Ask students to listen to a speech and take care to notice whenever they disagree with a speaker. They could ask themselves the following questions:

   Did I give a particular word or phrase a different meaning from that intended by the speaker? Did I read more into the statement than the speaker intended?

   These questions could become a basis for oral discussion or written activity.
7. Ask students to review a television program and check the facts presented in literature with those on the program.
8. Ask students to read several books about one man or historical event and note the discrepancies in facts.

This We Can Expect . . .

Experienced educators in an experiment at Nettlehorst School in Chicago gave these as some of the reasons for their enthusiasm about teaching general semantics.

1. Interest was stimulated in such areas as science, social studies, mathematics, and the fine arts.
2. General semantics reached each pupil at his own level of experience.
3. Pupils and teachers shared common experiences.
4. The emotional climate of the classroom was improved.
5. Written expression was motivated.
6. Pupil behavior improved.
7. Maturity was emphasized.

OUTLINE OF CURRICULUM PLANS

(Note—This does not represent the plan for the whole year. It is a general listing of some of the activities used in connection with certain units covered.)

ENGLISH, SPELLING, READING (BASIC SKILLS) AND LITERATURE

Purposes and Scope

Since we feel that whatever is appropriate for children in general is, to a great extent, appropriate for the exceptionally talented, we plan to give a thorough study of the parts of speech and the mechanics of writing correctly, and to give opportunities for creative writing and vocabulary study.

Curriculum and Classroom Procedures

The following outline is the basic plan for the grammar.

Topics covered:

1. Review of general rules of capitalization
2. Verb
3. Noun (recognition and forming of plurals and possessives)
4. Simple subject and simple predicate
5. Pronoun—(recognition and case)
6. Direct object, indirect object, and predicate nominative
7. Adjective (recognition and degrees of comparison)
8. Adverb (recognition and degrees of comparison)
9. Preposition and prepositional phrases
10. Prepositional phrases used as modifiers
11. Conjunctions
12. Interjections
13. Review of simple sentence with compound parts (relate to study of conjunctions)
14. Introduce clause and explain the difference between a clause and a phrase
15. Introduce compound sentences (relate to co-ordinate conjunctions)
16. Review use of dictionary (Emphasis on word origins at this grade level)
17. Diacritical marks
18. Spelling
19. Synonyms, antonyms, homonyms, prefixes, suffixes, roots
20. Listening activities
21. Oral reports

Other activities

1. Find sentences or phrases illustrating the rules of punctuation and capitalization and paste them beside the applicable rules in a notebook.
2. Look for parts of speech in other subject areas.
3. Make flash cards for principal parts of irregular verbs.

4. Form the tenses of verbs from the regular spelling line.
5. Memorize the principal parts of the most common irregular verbs.
6. Emphasize lie—lay; rise—raise; sit—set verbs.
7. Take a field trip and look for everything that can be described.
8. Write descriptive phrases or sentences based on above activity.
9. Mount pictures and describe them.
10. Try to describe a food (taste, feel, smell, sight).
11. Flash cards for prefixes, suffixes, and roots.
12. Pictures to illustrate interesting words related to mythology (tantalize, cereal, cupid, etc.)
13. Interpret quotations.
14. Read passages rich in description.
15. Give exercises showing shades of meaning (house, hut, home, shack).
16. Description in advertising.
17. Oral reports on various subjects.
18. Leading discussions.
19. Word families from the regular spelling text.
20. Spelling related to dictionary study.
21. Stories from words in the regular spelling list.

Literature—Basic Text: **Adventure Bound**, by Houghton Mifflin Company

Units: Animals
Sports
Danger and Daring
Living Together
Our Scientific World
Christmas Literature

Activities:

1. Reading and discussion of the stories and poems
2. Book lists for parallel reading
3. Reports on books and stories similar to those in the units (**Kon-Tiki** for "Danger and Daring")
4. Use of guidance unit in health to parallel "Living Together"

5. Use of story about weather from "Our Scientific World" to parallel the science unit about weather

6. Christmas
   a. Recording of "A Christmas Carol"
   b. "Amahl and the Night Visitors" on television
   c. Christmas story—**Read** magazine
   d. Report "Celebrating Christmas in Other Lands"
   e. Story "Christmas in Carthage" from basic text
   f. Story "The Unholy K's" from December **Reader's Digest**
   g. Bulletin board on symbols of Christmas
   h. Poetry "Jest 'Fore Christmas"
      "Stopping by Woods on a Snowy Evening"
      (Winter Season)
   i. Christmas story by former teacher

7. Vocabulary for each day

8. Alphabetizing

9. Dictionary—parts of speech, guide words, diacritical marks, source of general information

10. Use of controlled reader to increase speed and comprehension

11. Listening for various purposes such as directions and note taking

Books and Materials

Tape recorder

Flash cards—**Seventy Steps to a More Powerful Vocabulary,** by Dr. Keith Holmes, East Carolina College (Controlled reader)

Adventure Bound—Houghton Mifflin Company

Reader's Digest

Teen Age Book Club—Scholastic Services, Inc.

Read Magazine—Scholastic Services, Inc.

New Trails in Reading—D. C. Heath

New Horizons through Reading and Literature—Laidlaw Brothers

More Parades—Scott Foresman

English Synonyms, Antonyms and Prepositions — Funk and Wagnalls

You're Growing Up (health text)—Scott Foresman
Driving the Reading Road—Lyons and Carnahan
Winning Words—D. C. Heath
Worlds of People—American Book Co.
Phonics We Use—Lyons and Carnahan

Evaluation

Students read with more comprehension and appreciation.
They have become more interested in vocabulary study.
They have a better understanding of the language.

GRAMMAR, READING AND SPELLING

Purpose and Scope

To teach outlining and other reading skills
To enlarge the vocabulary
To develop an appreciation for good literature
To apply rules of grammar to all areas

Curriculum and Classroom Procedures

Activities:

1. Review of parts of speech
2. Application of outlining to other subject areas
3. Memorization of prefixes, suffixes, and root words
4. Original stories based on spelling line
5. Dramatization of play related to Civil War
6. Book reviews—book talks
7. Collection of material showing picturesque language and figures of speech
8. Bulletin board about misplaced modifiers
9. Writing headlines for paragraphs cut from a newspaper
10. Dramatizing to try to show the meanings of words in the spelling line

Books and Materials

Mastering Your Language—Houghton Mifflin Company
Growth in Good English—Laidlaw Brothers
Building Better English—Row Peterson and Company
Thought and Expression—MacMillan Company
English Can Be Easy—Holt, Rinehart and Winston, Inc.

ENGLISH

The content of the work in English follows very closely the content of the English textbook. It includes the following main topics:

A. Parts of Speech
B. Singular and Plural
C. Cases
D. Tenses
E. Troublesome Verbs
F. Adjectives
G. Adverbs
H. Prepositions
I. Conjunctions
J. Clauses and Phrases
K. Sentences
L. Capitalization and Punctuation
M. Outlines

ARITHMETIC

Part I

Purpose and Scope

To teach the interpretation of, and construction of, various types of graphs

To teach the recognition of kinds of lines and angles and the formulas for area and perimeter of squares and rectangles

To teach the formula for the circumference of a circle

Curriculum and Classroom Procedures

Basic instruction with the following **enrichment** activities:

1. Construction of graphs—bar (horizontal and vertical line)
2. Showing of filmstrip on graph construction and interpretation
3. Collection and interpretation of graphs in newspapers and magazines
4. Construction of geometric figures
5. Solving of social problems involving geometric figures

6. Demonstration with the use of blocks of wood showing various types of geometric figures.

Books and Materials

Making Sure of Arithmetic—Silver Burdett

The Romance of Weights and Measures—The Viking Press, New York

Arithmetic We Need—Ginn and Company, Atlanta

Arithmetic in My World—Allyn and Bacon Company

Basic Ideas of Mathematics—World Book Company

Growth in Arithmetic—World Book Company

Developing Mathematical Understanding in the Upper Grades—John C. Winston Co.

Yard Stick

Protractor

Compass

Evaluation

The basic concepts of mathematics have become more meaningful.

Part II

Purposes and Scope

1. Review the fundamental processes with whole numbers, simple fractions, and measures
2. Review the decimal system of numbers
3. Review and add vocabulary words
4. Teach division with a three-place divisor

Curriculum and Classroom Procedures

1. Diagnostic tests of basic facts and flash cards for those most often missed
2. Discussion of the number system
3. Practice in reading large numbers
4. Teaching of casting out nines
5. Fractional cut-outs made by students
6. Discussion of use of fractions in everyday life

Enrichment

1. Reports on uses of large numbers
2. Use of starred activities in the text for a broader understanding of a particular topic
3. In connection with density of population, explanation as to why China has a food problem
4. Identify on a map of Europe the approximate place where swimmers cross the English Channel in connection with the study of time and distance
5. Practice estimation of answers
6. Find numbers to the nearest cent
7. Check examples for a particular type of error such as misplacing of the partial dividend
8. Discussion of time zones in the United States—(Use of article on this topic in reading text, **Adventure Bound**)
9. Find uses of large numbers in newspapers and other reading material
10. Discussion of what happens to the charge for registering cars in this state
11. Use of number puzzles
12. Discussion of interesting facts about numbers
13. Local taxi rates for a lesson on this topic
14. Practice in fundamental processes of whole numbers by making up combinations ($2 \times 15 + 3$)
15. **Vocabulary**

regroup
exact numbers
approximate numbers
density of population
reduce to lowest terms
improper fraction
numerator
denominator
common denominator
cancellation
difference
sum

quotient
multiplicand
multiplier
ratio
invert
approximation
guide figures
mixed numbers
proper fraction
diagonal
round numbers

Books and Materials

The New Thinking with Numbers—by John C. Winston Company
Arithmetic Practice 7 (workbook to accompany text)

Developing Mathematical Understanding in the Upper Grades—
by John C. Winston Co.

Place value chart

Abaci

Flannel board with fractional cut outs

Evaluation

Students are more aware of the types of errors they are making and are working for improvement.

Part III

Purposes and Scope

1. To teach decimal fractions
    - a. Decimals expressed to any number of places
    - b. Approximation in finding the position of the decimal point
    - c. All phases of division by a decimal
    - d. Comparison of common and decimal fractions
    - e. Expressing a smaller unit of measurement as a decimal part of a larger unit
2. Review of
    - a. Place value
    - b. Roman numerals
    - c. Addition, subtraction, and multiplication of decimals

Curriculum and Classroom Procedures

1. Discussion of familiar uses of decimals
2. Use of the place value chart in showing the re-grouping of numbers
3. Discussion of stopping distances (applied to automobiles)
4. Practice in writing and reading decimal fractions
5. Vocabulary: decimal, annex, reaction time

Enrichment:

1. Look for examples of the application of decimals in newspapers and magazines
2. Use of starred activities in the text (more advanced problems)

3. Check the position of the decimal point by using round numbers in estimating the product
4. Report on current batting averages of teams and individuals
5. Simple problems provided by parents (grain dealer and a stock broker)
6. Discussion of advantages in shipping dried eggs rather than liquid or whole ones (relation to problems involving part of weight reduction by removal of liquid)

MATERIALS

Place value chart to show regrouping

The New Thinking with Numbers and accompanying workbook

Making Sure of Arithmetic by Silver Burdett and Company

Part IV

Purposes and Scope

To teach per cent

a. The meaning of per cent
b. Changing common and decimal fractions to per cents
c. Finding the percentage
d. Ratio expressed as a per cent

Curriculum and Classroom Procedures

1. To introduce the meaning of the term per cent and the per cent symbol
2. Use crossruled paper and paper strips to show per cent
3. Give practice in writing numbers as a common fraction, a decimal fraction, and a per cent
4. Social application of per cent in relation to wear of automobile tires
5. Flash cards showing more common and less common fractional equivalents of the per cent
6. Discussion of use of per cent with savings accounts

Enrichment:

1. Practice in giving more than one solution to a problem
2. Newspaper clippings showing use of per cent
3. Estimation of answers
4. Bulletin board from discarded kitchen cartons which show per cent

5. Problems involving class attendance, local basketball, measurement, test scores, etc.

Vocabulary: Per cent, percentage, symbol, round trip

Evaluation

1. The student sees the relationship of common fractions, decimal fractions, and per cent.
2. He is more aware of the use of arithmetic in his daily life.
3. He is building a background for more advanced work in mathematics.

SOCIAL STUDIES

Part I

Purposes and Scope

1. To give a background in American history
2. To show how geographical factors influenced history
3. To show the responsibilities of citizens in a democracy
4. To develop an appreciation for the contributions of outstanding statesmen, inventors, authors, artists, and others

Curriculum and Classroom Procedures

1. Pre-Columbian Period
2. Colonial Period
3. Revolutionary Period
4. The Constitution
5. The Westward Movement

Activities:

1. Bulletin board—various Indian tribes
2. Reports on contributions of people before the time of Columbus
3. List of vocabulary words attributed to American Indians
4. Overnight trip and two-day tours of Williamsburg, Jamestown and Yorktown, Virginia, during the study of the Colonial Period
5. Diary of above trip as play about an event that occurred during that period of history
6. Report—early churches of America

7. Posters and projects showing such scenes as the events leading up to the Boston Tea Party or the Revolutionary War
8. Reports and discussions about "Intolerable Acts"
9. Study of Constitution (discussion of Bill of Rights)
   Discussion of the use of the Fifth Amendment in daily life
   Discussion of national and state rights
10. Reports — outstanding Americans such as Jefferson and Franklin
11. Talk and slide films by East Carolina professor who toured the United States
12. Planning of tour of America in Song in connection with music class (original costumes and homemade instruments)
13. Discussion of the recent Presidential campaign
14. Memorizing names and positions of members of Kennedy's Cabinet
15. Report on political parties and the vocabulary of politics
16. Charts showing organization of the three departments of government
17. **General Vocabulary:**

    delegate
    legislative
    executive
    veto
    judiciary
    compromise
    electors
    domestic
    posterity
    inaugurate
    unconstitutional
    void
    diplomat
    impeachment
    interpretation
    tranquillity
    ordain
    amend
    ratify
    preamble
    constitution
    government
    confederation
    neutral
    foreign
    prohibit
    obstinate
    welfare

18. Other speakers—East Carolina professor—Africa—recent trip. Official of Panama Canal operation spoke about the canal system and operation.
19. Student—letter from relative who is a missionary in Africa

Books and Materials

Text—**Western Lands**—by Allyn and Bacon, Inc.
Story of American Democracy—by Harcourt Brace & Co.
Our United States—by Laidlaw Brothers

Workbooks: **Our Democracy**
Our United States—by the Steck Company
Our Nation

Maps: World and United States

Evaluation

Students gained an insight into life in early America.

The Constitution and the rights guaranteed by it are more meaningful to them.

Through the talk and filmstrips, they learned more about the types of land included in our country and how people live.

They realize that our country is concerned when there is trouble in other parts of the world.

Part II

Purpose and Scope

To develop a better understanding of the people and times of the periods of the Civil War and The Industrial Revolution.

Curriculum and Classroom Procedures

Units Covered: The Industrial Revolution
The Civil War

Enrichment activities:

1. Playing of record of Civil War Songs
2. Discussion and research about local battles of the war
3. Collection of weapons, Confederate money, and other items relating to the period
4. Bulletin board showing outstanding battles
5. Collection of available material about Lincoln, and other prominent people of the period
6. Reports and bulletin boards about the lives of writers and inventors of the period of the Industrial Revolution and the Civil War
7. Reading of poetry and plays
8. Discussions and books reviewed—**Abe Lincoln, Uncle Tom's Cabin**
9. Television program—"Battle of Bull Run"

Books and Materials

Bibling, King and Harlow. **Our United States.** Laidlaw Brothers
Life Magazine articles on Civil War

SEVENTH GRADE, GREENVILLE JUNIOR HIGH SCHOOL

By Irma Sermons Worthington

This particular group was formed basically because of their higher arithmetic scores as shown by the spring Stanford Achievement Test Battery. The children scored high on other subjects also, as well as scoring well above average in the California Mental Maturity Test. Actually, several had been recommended for the first, or fastest moving group, but were not so placed because of lack of space. Since our grouping permits children in the eighth grade to take Latin, Algebra, or T. V. Science for high school credit, we felt that this group would do better work if the entire group worked at approximately the same rate. My median score in arithmetic was 9.1 in November and 10.4 in April, with the greater gain in computation.

The records of previous years were studied very carefully and considered in addition to the test scores. Emotional stability and physical health were also noted. As the year has progressed, we have found some evidence of error in placement. In almost every instance, however, this has been because of large class size necessitating the placing of a few in this group against our better judgment. Even so, there will be no retentions in this group and there have been three failing grades for one marking period only. Not a single child will fail any subject for either a semester or the year. Approximately one-half of the thirty-eight will be recommended for an accelerated group on the eighth grade level. Each child's advancement is very evident as we study test scores.

Our work has followed the basic state-adopted texts with enrichment and depth in each area. We have used many visual aids, local people, and much research on our level. An example of an enrichment activity for social studies primarily, but which integrated every subject in some way, was our trip to Jamestown, Williamsburg, and Yorktown. Our preparation for this trip was actually worked out as an extra unit of work which involved the cooperation of parents, children, teacher, administrators, and to some extent civic organizations in the community.

OUR WILLIAMSBURG UNIT

INTRODUCTION

Since we review quickly and briefly the period of discovery, settlement, and Colonial life in America, we create a very real interest in the beginning of our Country. What could be more meaningful or timely than a visit to the area to study first hand all the wonderful things that have been done to preserve this part of our American Heritage? Because of the distance involved, approximately one hundred seventy-five miles, we felt that an overnight trip would be desirable. There was no need for more stimulation.

The problem then was to plan a purposeful, overnight trip for thirty-six alert and active youngsters. (Two were left behind—one because of illness in the family; the other because her movements confined her to a wheel chair.) This planning was very carefully and thoroughly done through the cooperative efforts of pupils and teacher, as well as student teachers.

Transportation, lodging, and meals were our first consideration. A representative of the Carolina Trailways Bus Company came to plan with us the itinerary for the entire trip, as well as to assume the responsibility of paying all bills, thus relieving the teacher of the necessity of taking large sums of money.

After we were given the costs of the entire tour we broke it down to the following for each pupil:

Bus	$ 6.17
Jamestown tour	.50
Williamsburg tour	.50
Lodging — York House	1.50
Dinner — Williamsburg Lodge	1.50
Breakfast — cafeteria	.75
Lunch	1.00
Lanthorn tour	1.00
Tips	.25
	$13.17

Each child was asked to bring $13.50 in order to take care of a few minor expenses such as cost of tours for chaperones. They also were allowed $3.50 for spending money and for supper on Saturday night. This they took with them, but we deposited the $13.50 each in the school treasury to pay for our trip when the bills were presented by the bus company. Each child was able to pay his own way, but civic organizations had offered financial help in the event we had need for it.

After our financial arrangements were completed, we began our preparations for learning as much as we could about Colonial Williamsburg, Jamestown, and Yorktown. We collected pictures, stories, and maps, and made bulletin boards of them. We collected books for the reading table, and magazines with articles concerning the area. We used slides made by one of the parents, as well as movies, filmstrips, and other educational materials given or loaned by Colonial Williamsburg. We had speakers tell us important and interesting facts about the area. Parents and children who had been there were very helpful. We gave special attention to the government of Colonial Williamsburg and its effect upon our present form of government.

We were careful to plan for the safety of every child. First, we sent a letter to the parents requesting permission of both parents to take their child. These were returned to us and kept on file. Each one also stated, at this time, their willingness or their inability to assume financial responsibility for the trip. Each child was required to be covered by school insurance.

As a precaution in the event we should need to contact parents, we set up telephone committees to be called. My chairman called her chairman and my message was relayed. Actually, we were delayed on our return trip. I did call my chairman, and the committee functioned beautifully.

In order to be appropriately and comfortably dressed, we observed the following rules for clothing and packing bags:

1. Each child was permitted one bag. He carried an extra pair of comfortable shoes, toilet articles, night clothes, change of underwear, bedroom shoes, bathrobe, bathcloth in plastic bag.
2. For wearing on the bus and tours, boys were allowed to wear comfortable school clothes. (No shorts or blue jeans.) The girls were asked to wear no crinolines.
3. For Friday evening the boys wore suit or sport coat and slacks with shirt suitable for tie, either long or bow. The girls wore dress-up dresses which required not more than one crinoline. Dressy flat shoes were required since we were taking the Lanthorn tour after dinner in the Williamsburg Lodge Dining Room.

Because some children are subject to motion sickness, I made the following requests of them and their parents: First, all who were subject to motion sickness were to be assigned to seats near the front; second, each parent was asked to administer whatever medication was prescribed by the family doctor, and in case of necessity for repetition, to send me full written instructions. This was necessary because several children suffer from hay fever, or other allergies, and do take medicine for their relief.

Aspirin was to be taken only if parents sent a note allowing them, and I was to be notified if any child took one. I gave medication.

Food and overeating can become a problem on trips; so we observed the following rules: All children were asked to eat a nourishing breakfast, light in fat content. Their box lunch was to be one that would travel well and only enough for the one meal was to be included. They were allowed to bring plain cookies and hard candies for snacks. These were kept and served by me at given times. The children were allowed one carbonated drink per day. They were ready for their regular meals and not one child really overate and not one became ill.

Since tourists are "Ambassadors of Goodwill" we felt that certain rules of conduct were very important. After much discussion we decided upon the following:
Conduct for —

Loading the bus:

1. Each boy to take his own and one girl's suitcase to bus from the classroom. Girls to take the lunches.
2. Each person should go to assigned place calmly and in orderly manner.
3. All lunches should be placed on overhead racks and left alone.
4. Only one person should be on bus steps at a time.
5. Left and right sides should alternate in entering the leaving bus.
6. No one should push or rush.

In the bus:

1. Everyone should stay in his own seat and talk softly to those near him.

2 Let person behind you know if you plan to recline your seat.

3. Rest for thirty minutes before first stop in morning and on the way home on Saturday night. Seats back, eyes closed, no talking.
4. Leave ventilation to teacher or bus driver. Arms and head always inside bus.
5. Keep trash and debris in litter bags.
6. Singing permitted at intervals.
7. Upraised hand of teacher or chaperone is signal for immediate attention.

Conduct on the street:

1. Keep together; walk, don't run.
2. Stay on the right side, normally.
3. No pushing, grabbing, etc.
4. Groups of **three** in shopping area at specified times.
5. Call policeman if you should become separated from group or lost.

Conduct on tours:

1. Pay courteous attention to guide.
2. Stay with own group.
3. Walk quietly and lightly.
4. Keep hands off articles in buildings. These are priceless.
5. No chewing gum on any tour.

Conduct in the Lodge:

1. Boys carry heavy luggage into hall.
2. Everyone wait for room assignments. (Roommates were chosen before we left, but room numbers had not been assigned.)
3. Three or four people assigned to each room. Two to remain in room at all times.
4. No use of telephones.
5. Stay in room after dressing until signal is given to assemble in hall.
6. Bath after Lanthorn tour—sponge in morning.
7. Mrs. Worthington has master key—will use if necessary.
8. Names of room's occupants to be placed on door (prepared before we leave).
9. Only one person in shower at a time. One from each room at a time.
10. Check room carefully before we leave. Room captain responsible.
11. Pack suitcase before breakfast. Leave toothbrush out to use after breakfast.
12. When you go to bed, heavy paneled door to remain open. Louvered door closed and locked.
13. Be considerate of people above, or below you. Quiet voices.
14. Plan to sleep. Saturday will be a busy day.

Conduct in the Dining Room:

1. Boys seat girls
2. Soft voices (silent grace)
3. Observe good table manners. (We discussed and listed in our original outline all the possible problems such as uses of unfamiliar piece of silver, new foods, tipping, napkins, boys' rising for persons stopping at table—in short, any question that puzzled any child. This led into a study of table manners.)

The final instructions for the children were: Be at the Junior High School at 6:15 A.M. on Friday. Go directly to your classroom. Place your luggage by your desk and your lunch on your desk. All items are to be marked with your name. The person who has the devotional will give that and then the boys will take the bags as has been agreed upon. Then the girls in pairs with seatmates as you have already arranged, will get on the bus. The boys will then come with chosen seatmates and take your seats.

In separate discussions the boys and girls had been instructed as to the proper use of public toilet facilities, personal needs, and any prescribed medication. We had discussed the possibility of finding undesirable people in public places, and the necessary precautions in such cases.

EVALUATION OF TRIP

The children were able to see the places we had been studying; the birthplace of our Country, our Colonial America—the place where our Colonial period began, flourished, and ended. By going to Jamestown first, they could see the relation of the Old World to the New; they were more aware of the problems facing those first settlers as they attempted to establish a new country. Williamsburg showed them the contrast between the common people and the ruling class and their differences in home life, government participation, etc. Yorktown showed them the places that were battlefields for the cause of freedom and the end of Colonial America. Their questions and discussions showed a keener understanding of the concepts that had been developed in our classroom.

For many of the children this was their first overnight trip without parents. They felt more independent and self-reliant.

My evaluation of the trip includes the points listed above plus many more. The children were benefitted by making plans, drawing conclusions, evaluating class and individual conduct, working and playing together. Class and individual standards of behavior for the various places provided valuable ideas for evaluation. The children had to accept, reject, or compromise on many rules or suggestions. This was good. For many of them this was the first trip with a group and without parents. They learned their classmate better than they had known them before and found common interests heretofore unknown. The Friday and Saturday were well spent.

The parents felt that they had contributed to their child's progress by permitting them to take the trip. They continued to talk with their children about the trip and encourage them to recall and re-evaluate the experiences shared. In a few instances the pupils have become so interested that they have prevailed upon their parents to take the entire family to Williamsburg for a part of their vacation. Most of the parents feel that an experience such as this is far more valuable than a day in the classroom.

MY EVALUATION OF MY PARTICULAR GROUPING

This particular grouping has had excellent results, I feel. Although I shall not recommend as many for the algebra as I had hoped to, test results show a considerable increase in arithmetic scores. They have gone from a median of 9.1 on November 1st test to 10.4 on the April test. They have become more competent in computational skills also.

Because these children are very alert, they not only challenge themselves, but they also challenge me to keep them interested in, and participating in, good, wholesome discussions of everyday affairs. They are learning more self-control through the forced sharing of time and ideas of other boys and girls whose minds and opinions are as keen as their own. They are making great strides in personal expression—especially in the use of better vocabulary.

The parents have appeared to be happier with the progress made by the children this year.

I see a few instances of an awakening of creative ideas through an occasional original poem, picture or story. This we are attempting to nurture and guard carefully.

These boys and girls are already beginning plans for high school subjects which will prepare them for college. This is as it should be for almost every one of them has the ability and most of them the home environment which will encourage them to continue their education.

I have used many materials with my class this year. We have used speakers, trips, filmstrips, Controlled Reader, etc., as well as many, many "homemade" visual aids.

I have found that because these boys and girls are able to achieve and are willing to work, I have very few discipline problems in the classroom.

BOOKS AND MATERIALS

1. **Be A Better Reader,** Books 1 and 2, Science Research Associates
   Be A Better Reader, Book 1, Smith, Prentice-Hall, 1959
2. **More Parades,** 7-2, Scott-Foresman and Company, Curriculum Foundation Series, 1957
3. Faulkner, Nancy. **Pirate Quest.** Doubleday, 1955
4. Peterham, Maud and Misha. **Silver Mace.** McMillan, 1956
5. Laurence, Isabelle. **Spy and Old Williamsburg.** Rand McNally, 1955
6. Cavana, Betty. **Two's Company.** Westminster Press, 1951
7. Bailey and Leavell. **Worlds to Explore.** American Book Company, 1956
8. **Compton's Encyclopedia**
9. **World Book Encyclopedia**
10. **Junior Review,** Civic Education Service, Inc., Washington, D. C.
11. **70 Steps to Vocabulary Power,** Dr. Keith D. Holmes, East Carolina College, Greenville, North Carolina.

Various science, social studies, and literature books, as well as pamphlets, monographs, and illustrative materials from many industrial companies, were used in the study of all subjects.

Slides of Williamsburg—made and shown by one pupil
Speaker from Soil Conservation Office
Interview with Missionary from Cuba, and her slides of Cuba
Filmstrips on each subject—from Encyclopedia Britannica
Film-strip-of-the-Month Clubs, Inc.
Young America Films, Inc.
Eye Gate House, Inc.
Informative Classroom Picture Publisher
Row Peterson and Company

Curriculum Films, Inc.
The Jam Handy Organization
McGraw-Hill Book Company
S.V.E. Educational Filmstrips

MAGAZINES

Life
National Geographic (and maps)
Newsweek
Time

SEVENTH GRADE, GREENVILLE JUNIOR HIGH SCHOOL

By Edith Holmes

INTRODUCTION

A. How this group was obtained.

After the accelerated group was established, the records of the rest of the incoming seventh graders were checked thoroughly on the following points: Battery Median on Achievement Test, Mental Maturity Test Score, and Reading Ability. Enough children were taken from the top of this listing to make two classes. A further division was then made. The children who were lower in arithmetic, along with any who had outstanding emotional problems, were taken to make up the group about which I am writing.

B. Characteristics of this group.

They were children with above average or superior I.Q.'s who were not performing as well as they could.

Often they were found to have severe physical, social or emotional problems. It became the duty of the teacher to find the reasons why the children were underachieving, and try to remedy the situation.

To do this, the teacher made use of the profiles on the mental maturity tests, the Mooney Problem Check Lists and all records available to her. She also tested the children's eyes with the telebinocular. As a result of this, twelve students were referred to the school nurse, who re-tested them and referred them to the doctor. After obtaining their glasses, many showed marked improvement.

The teacher also gathered material for and plotted a sociogram. From this she was able to find isolated or semi-isolated children, the children who would be well accepted if given certain responsible jobs, etc.

She also used the showings of the sociogram to help individuals adjust themselves better to the group situation.

BRIEF OUTLINE OF A UNIT TAUGHT THIS YEAR—MEXICO

A. Objectives

1. General
    - a. To create in the children an understanding and appreciation of people who have different language, customs, and heritage from ours
    - b. To give a broad overview of Mexico
    - c. To create an interest in peoples of other countries
    - d. To enjoy the unit
2. Specific
    - a. To teach the historical background of Mexico
    - b. To teach the topography and climate of Mexico
    - c. To teach the child to draw conclusions as to industries, products, customs, etc., based on the knowledge derived from **a.** and **b.**
    - d. To see implications in cause and effect relationships
    - e. To teach the meaning, pronunciation, and spelling of the vocabulary pertaining to this unit.
    - f. To provide adequate drill situations through activities so that the child will remember the learnings

B. Approach

The teacher brought a few pieces of Mexican jewelry to class. The children were allowed to examine these and then asked the question, "Where do you think these came from?"

The answers varied from Arizona to the various South American countries, with Mexico predominating.

The question then followed: "What other things do you know about Mexico?"

Answers: "They have bullfights." "They speak Spanish." "They do the Mexican Hat Dance." "They live in haciendas."

There was enough interest displayed at this point to let the teacher know that they were eager to learn more about Mexico.

C. Procedure and Activities

1. The class was divided into the following committees:
    a. Historical Background
    b. Culture and Customs
    c. Typography and Climate
    d. Natural Resources
    e. Industries and Products
    f. Transportation and Communication
    g. Present-day Government and Education
    h. Present-day Living Conditions

2. Under teacher supervision, these committees met, planned and divided their work, and decided how they would present their findings.

3. Committee findings

    a. The Historical Background Committee made an interest center of drawings, pamphlets, pictures and stories. Some of the committee members also gave oral reports.

    b. The Culture and Customs Committee staged a bullfight complete with homemade costumes. They used the music and story of "Carmen" with the bullfight. They made a "pinata" and used it to illustrate one of their "Fiesta Days" Stories. The music teacher allowed them to do the "Mexican Hat Dance" in music class. She also let them play their gourds (both real and artificially made by pasting strips of paper over burned out light bulbs, etc.) to the rhumba and tango.

    c. The Typography and Climate Committee made a salt map showing the elevation of land above sea level. This group also made "railroad board" maps showing annual rainfall and average temperatures. Talks were given to explain these maps and to show that Mexico has a "Vertical Type" climate.

    d. The Natural Resources Committee made booklets containing pictures, essays and maps.

   e. The Industries and Products Committee made and served an avocado pear salad; gave oral reports; used the art period to have all the children draw Mexican pottery designs; held an exhibit of clothing, jewelry and many Mexican products; and showed pictures to the class.

   f. The Transportation and Communication Committee made a large map on the blackboard showing the principal railroads. They also gave oral reports.

   g. The Present Day Government and Education Committee had a Mexican come in to speak to the group.

   h. The Present Day Living Conditions Committee made a sand box scene of a typical Mexican village of today.

4. During Language Class, the teacher played Spanish lesson records and the children learned these and spent some time each day talking to each other using the phrases. The teacher also had a gentleman come in and play his guitar for the group.

5. The teacher used outline maps and other devices for homework situations for all the pupils.

   a. Show the mountains by using inverted v's in red.

   b. Put the rivers on in ink.

   c. Show the most important cities by a circle with a dot in the middle.

   d. Mark the principal seaports.

   e. Show silver deposits by drawing a brick.

   f. Show gold deposits by the same sign colored yellow.

   g. Show petroleum products by drawing a can.

   h. Show sheep by drawing a small sheep.

   i. Show hogs by drawing a small hog.

   j. Show cattle by drawing a small cow.

   k. Show cotton by a green C.

   l. Show corn by a black C.

   m. Show tobacco by a blue T.

   n. Show rice by an orange R.

   o. Show rubber by drawing trunk of tree with bucket.

   p. Show coal by a black C.

- q. Show wheat by a black W.
- r. Show copper by a brown brick.
- s. Show steel works by a blue S.

D. Lists of the more important questions answered in various areas.

1. Historical and Cultural Background
    - a. Who were the Mayas and Toltecs?
    - b. What did they contribute to Mexican culture?
    - c. When did the Aztecs appear and what influence did they have on Mexico?
    - d. What changes came with the coming of Cortez?
    - e. Why could we not be understood in every part of Mexico if we were fluent in the Spanish language?
    - f. Who were some of Mexico's heroes, and why was each one considered a hero?
    - g. Which ruler encouraged foreigners to develop industries within Mexico?
    - h. What was an unpopular outgrowth of foreign development of the country?
    - i. Both the United States and Mexico are now working to establish more friendly relations between the two countries. Give details.
    - j. What has been the landowning policy in Mexico?
    - k. Explain the new Ejido system which the government is trying to put into effect.
    - l. What is the religion of Mexico and how has it affected the lives of the people?
    - m. Tell about the fiestas.

2. Geography and Climate
    - a. What range of mountains extends from Canada down through the United States, Mexico, Central America and South America? What name is given to this range in each country through which it passes?
    - b. What are the prevailing winds? What effect do these have on the climate?
    - c. What is meant by "vertical climate?"
    - d. What effect has the climate and topography had on the development of industries, the development of transportation, and the people themselves?
    - e. What are the chief agricultural products and in what regions are they raised?

3. Resources
   - a. Can the climate and topography of a country be called a resource? If so, under what conditions?
   - b. List the chief mineral resources and locations of the deposits.
   - c. Which of these resources have been used most? Why?
   - d. Which resources could be developed more than they have been? What possible effect or effects would this have on Mexico?

4. Transportation
   - a. What has been the chief mode of transportation down through the years?
   - b. Why has modern transportation developed so slowly in Mexico?
   - c. What does the future seem to hold in store for the transportation problem?

5. Industries
   - a. Study the chief industries of Mexico.
   - b. Why is each industry located where it is?
   - c. Show how some of the industries could be made to function more efficiently
   - d. If this were done, would it always be for the best interests of Mexico and the Mexican people? Defend your statement.

6. Present Day Government
   - a. Trace the development of the government from Emperor type to the present-day Democracy.
   - b. What influence has the United States had on the Mexican form of government?

7. Living Conditions and Education
   - a. Contrast and compare living conditions in Mexico now with the same of three hundred years ago.
   - b. Contrast and compare living conditions in Mexico with living conditions in the United States.
   - c. Compare percentages of numbers of the people who could read and write in Mexico thirty years ago with the number who can read and write today.
   - d. Who was mainly responsible for this change?
   - e. Why is the lack of education still one of Mexico's great problems?

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Boy Heroes of Chapultepec; a Story of the Mexican War by Maria Chambers—Winston c 1953

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Compton's Pictured Encyclopedia—F. E. Compton & Co., Chicago c 1957 pages 237-261, Volume M

Hat for a Hero—by Laura Bannon—Whitman c 1954

Fabulous Firework Family by James Flora—Harcourt c 1955

Land and People of Mexico by Elisa Laralde—Lippincott c 1950

Our Southern Neighbors by Meyer, Gray & Hancock c 1942—Follett Publishing Co. pages 21-64

Journeys Through the Americas by Harold D. Drummond—Allyn and Bacon c 1960, pages 297-313

Within the Americas by Jones, Nystrom and Harter—Rand McNally & Co. c 1957, pages 412-422

The World Book Encyclopedia, Volume eleven—Field Enterprises, Inc., c 1954, pages 4982-5012

The Annual Supplement to the World Book Encyclopedia

1955, page 161
1956, page 165
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1958, page 167
1959, page 162
1960, page 153
1961, page 148

Western Lands by Hughes and Pullen—Allyn and Bacon, c 1955, pages 333-344

Speaking Spanish—An Introductory Course, by Ginsburg and Nassi—Allyn and Bacon c 1959

Road maps by Shell, Esso, etc.

Language Course Records prepared by the Living Language Institute—Tower Records, Crown Publishers, Inc. c 1955

Stories from "Adventure Bound", Houghton Mifflin Co. c 1956

1. The Fastest Game in the World, by B. J. Chute
2. Christmas in Carthage, by Nan Gilbert
3. How We Live in Mexico, by Elsy Maria Perez

The American Continents, by Barrows, Parker and Sorenson, pages 288-302, Silver Burdett Co. c 1959

EVALUATION

THE SEVENTH GRADE GROUPING PRACTICES

There are many advantages in this program for the children and for the teachers. One of the most interesting of these is that these fast-learning students learn to accept and appreciate each other for their common interests, academic accomplishments, and contributions to the group. Social status and economic status of the individual are less, for all persons seem to have been broadened.

There is competition for academic excellence within the group. Children have become dissatisfied with work they found acceptable to themselves in past years. They are very conscious of personal improvement and achievement.

Some children, because of their own personal drives, ambitions, and desires for perfection, find the competition may cause nervousness. However, the vast majority of these students react very favorably to this competition.

Many people feel that this grouping might encourage feelings of superiority and false pride. However, it has been the observation of many that the student who has become aware that he is only one in a number of talented students has less cause to develop feelings of grandiosity than if he were in another group in which he would be far superior to the majority of his classmates.

The student is usually aware that his natural abilities make possible for him a high degree of achievement in subject matter, and enable him to assume varied roles of leadership within his own class, his school and community.

These academically talented boys and girls in the junior high school are helped to develop a sense of gratitude, humility and feeling of responsibility to use these talents effectively for the benefit of all.

SEVENTH GRADE GREENVILLE JUNIOR HIGH SCHOOL

By Coleman A. Gentry, Jr.

INTRODUCTION

It was the considered opinion of our administration that a teacher with science teaching background might work more enthusiastically with this group of students. Being an eighth grade science teacher who had previously taught three sections of science on the seventh grade level, I was familiar with the curriculum. I eagerly looked forward to experience with the academically talented student.

Science was taught daily for a period of forty-five minutes preceding lunch. Students attended their classes in the teacher's eighth grade general science classroom which was better equipped for science teaching than the normal self-contained classroom. The period of time was arranged so as not to conflict with the normal hall movement of eighth grade students. These students with amazing quietness, arrived from the seventh grade floor after eighth grade students were in their rooms and left prior to the ending of an eighth grade period.

In our particular situation the high school accelerated program begins at the eighth grade level where it is possible for a student to take Latin, Algebra, and Physical Science (TV Science) for high school credit provided he meets the prerequisites (daily achievement, desire to do so, achievement tests, mental maturity tests, and teacher judgment). Many of our students do accelerate in the area of science, thereby essentially having no contact with the normal eighth grade science curriculum. Instead, they go directly into ninth grade Physical Science (66 out of 279 students this year). Recognizing this, we desired to incorporate as much as possible the science units of study from both the seventh and the eighth grades. This has, of course, not been one hundred per cent possible.

Two representative units follow which are different in their objectives and approaches.

GENERAL SCIENCE

UNIT: WEATHER AND CLIMATE

Part I

PURPOSES AND SCOPE

Science instruction was of only secondary importance in this unit because we were experimenting with group work by using committees to present, instruct, and check comprehension in the familiar area of weather and climate.

CURRICULUM AND CLASSROOM PROCEDURES

Because an analysis of last year's science curriculum revealed that weather and climate units had been studied so much in lower grade levels, we decided to use this as an area for experiment with small groups. Another reason was that two texts could be used, one the regular seventh grade state-adopted Science I, **Observation and Experiments** and the other being the eighth grade adopted Science II, **Experiment and Discovery.** The class was given a survey of the three units to be studied: Weather (Science I), Climate (Science II,) Geology (Science II). Following the survey each member selected the section upon which he should like to work, giving preference as to first, second, or third choice. Groups of four members each were obtained and a committee leader appointed by the teacher. Time was spent instructing the groups as to purpose and advantages of teamwork and organization. A few such reasons for this experiment follow: a pooling of ideas with evaluation of what to and what not to present; participation by every member toward the goal of the group an interaction with one's peers; realization of communication skills; presentation of a unified whole by frequent summaries.

BOOKS AND MATERIALS

Students: Science I, **Observation and Experiment,** Henry Holt & Co.
Science II, **Experiment and Discovery,** Henry Holt & Co.
Rainmaking. United Nations
Weather, Science Service Program

Teacher: **An Introduction to Climate,** Trewartha, McGraw—Hill
The Cooperative Weather Observer, Dept. of Commerce (Weather Bureau)

Filmstrips: "The Air About Us"
"What is Weather?"
"Changes in the Weather"
"Why does the Wind Blow?"
"Why Does It Rain, Snow, Hail, and Sleet?"
"Climate"
"Why the Seasons?"
"Why Does the Weather Change?"
"The Story of Rivers"
"The Story Fossils Tell"

Resource People: Mr. Floyd M. Read, Mineralogist, gave two classes at a laboratory.
Mrs. Maiden, a Cooperative Weather Observer, was visited at her station.

EVALUATION

The main objective of building a unified whole from the participation of virtually every class member was satisfactorily achieved. Although much attention was given in an attempt to avoid duplication by each committee, there nevertheless was considerable overlapping. Possibly another unit with more diverse material such as one on plants would have been better as a choice. Because of the many interrelated factors in weather, duplication was nearly unavoidable. Filmstrips played a valuable part in the three units studied. Two field trips proved of great worth. Mrs. Maiden, a cooperative Weather Observer—one of 5,000 unpaid hobbyists, gave demonstrations of her equipment and told of the family tradition of collection.

UNIT: LIGHT

PURPOSES AND SCOPE

To develop a more comprehensive understanding of light and its properties in general and specifically in reference to mirrors (plane, concave, and convex) to lenses, and to photography (still and motion).

CURRICULUM AND CLASSROOM PROCEDURES

This is unit five of Science I, **Observation and Experiment.** A motivation lesson was conducted to open students' minds to the wide and varied range of areas in the study of LIGHT. Emphasis was placed on the specific vocabulary related to this area with review of known terms. The history and use of various sources of light were studied. This covered the conventional light sources plus enrichment in making tallow candles by moulds and by dipping. Arc light was covered. When a demonstration Grecian lamp caught fire, we had an excellent review of many points previously studied in our heat unit. Causes of light, fluorescence, and conditions of good work lights were studied. Reflections, shadows, opaque, translucent, and transparent objects were subjects of demonstration. Following this we centered our attention on the Roemer and Michelson methods of determining the speed of light. Many students showed interest in photography. Within this area we learned about persistence of vision and the theory behind motion picture projection. Several students made pinhole cameras and developed film and printed pictures. Color theory and harmony concluded our unit.

BOOKS AND MATERIALS

Students: Science I, **Observation and Experiment,** Henry Holt and Co.

The Book of Popular Science, The Grolier Society

World Book Encyclopedia, Field Enterprises, Inc.

Teacher: **Graphic Survey of Physics,** Oxford Book Co.

An Introductory Course in College Physics, MacMillan Company

Matter and Energy, Henry Holt and Co.

Filmstrips: "Light and How it Travels", Jam Handy Organization

"Light and How it is Refracted", Jam Handy Organization

"Light and Color", Jam Handy Organization

Field Trip: Visit to local theater to see projection booth and projector operation.

Resource speaker: Optometrist

The following texts are used as methods guides:

Science for the Elementary School Teacher, Ginn and Company

Science Education for Elementary School Teachers, Allyn and Bacon, Inc.

Elementary School Science and How to Teach it, Henry Holt and Company

EVALUATION

Interest and willingness to do outside reading and project work has been high in this area. Pin hole cameras offered an excellent point of departure into simple chemistry. Concentration on the characteristics of images before convex and concave mirrors was somewhat boring for the class. Less emphasis will be placed on lenses in the future. Reports on the nature of light with Newton's Corpuscular Theory, the Wave Theory, the Electromagnetic Theory, and the Quantum Theory were briefly presented by students.

EIGHTH GRADE, GREENVILLE JUNIOR HIGH SCHOOL

By Ellen Carroll

As in the case of the seventh grade, grouping for the eighth grade has been based on comprehensive criteria. The members of the academically talented group of 1960-1961 were selected from the preceding seventh grade classes according to the following standards:

1. Report card average of 3 in language arts and arithmetic, based on accelerated seventh grade program
2. Standard test scores of 10.5 and above in language arts, 9.5 and above in arithmetic
3. Intelligence quotient above high average
4. Consistent record through preceding years of outstanding scholarship and good daily study habits
5. Earnest desire to take Latin, Algebra, and TV Science
6. Above average score on prognostic tests in Latin and Algebra
7. Good conduct record
8. Teacher opinion

Selection was made after conferences with each individual student, his parents, teacher, supervisor, and principal. It should be made clear that students are invited to join these groupings, not forced to enter them.

The Personnel

Mrs. Margaret Latham—TV Science
Mrs. Frances Gwynn—TV Science
Mrs. Louise B. Eller—Algebra and Latin
Mrs. Catherine L. Byrd—enriched English, Social Studies
Mrs. Edith L. Casey—enriched English, Social Studies

The Curriculum

Beginning in 1957, eighth grade students were offered the privilege of electing Latin and Algebra. At first students were selected for Latin on their standing in language arts. They were chosen for Algebra on their scores in Mathematics Standard Tests. Television science was begun in 1958. Students were chosen for this class in terms of their science scores on the standard achievement test.

In 1960-1961, groupings were chosen in terms of the comprehensive criteria stated above and the top group was scheduled for the following courses:

- 1st year Latin
- 1st year Algebra
- TV Science (9th Grade)
- 8th grade English
- physical education and health
- music, band
- 8th grade history (one group is taking World History the last half of the year; one group is taking civics the last semester. These are experiments.)

In the eighth grade, as distinguished from the seventh grade, the work is departmentalized. The courses are taught, therefore, by various teachers who are specializing in these subjects. Note that Latin, Algebra, and Science courses include subject matter usually given at the ninth grade level. These students earn high school credits. As indicated above, the courses in English and history are at the eighth grade level and are enriched.

For the school year 1960-1961, sixty-nine students chose Algebra; sixty-six students chose, television science, and thirty-three chose Latin. Only fourteen pupils took all three subjects.

The following reports were made by teachers of eighth grade top group:

EIGHTH GRADE, GREENVILLE JUNIOR HIGH SCHOOL

By Margaret Latham

TV SCIENCE—9th GRADE LEVEL IN GRADE 8

UNIT: AUTOMOBILE

INTRODUCTION

The selection of the students to take TV Science is based on three criteria. The most important of these criteria is a sincere interest in Science and a desire to take the course. Seventh grade students must have attained a grade equivalent of 9.5 on the Science section of the Stanford Achievement test and have an I.Q. above average. These three factors are carefully considered by seventh grade teachers before any recommendations are made.

CURRICULUM AND CLASSROOM PROCEDURES

With the cooperation of our City Supervisor, Mrs. Ellen Carroll, our schedule has been arranged in order that a twenty-five minute discussion period may follow the telecast. This is of great importance because it is during this time the students may ask questions and clear up points not undertood. Films may be shown, charts discussed and actual parts of the automobile displayed. Special reports on different adaptations of various models are given showing the application of scientific principles we are studying. Subject areas are determined during the summer at a workshop attended by Science teachers participating in the program. Sequence, content and methods are discussed under the direction of Mrs. S. E. Denton.

BOOKS AND MATERIALS

"Man and the Motor Car"

ABC of Internal Combustion—General Motors

ABC of Automobile Engine—General Motors

Popular Science

World Book Encyclopedia

Compton's Encyclopedia

Driver Education Material—State Department of Instruction

Charts of Systems of Automobile—General Motors

EVALUATION

A great deal of interest and enthusiasm has been shown by students. Automobile parts have been brought in and many reports have been given by the students. Based on test results and prior mentioned interest, this group has shown that some eighth graders can study the automobile, obtaining valuable information.

EIGHTH GRADE, GREENVILLE JUNIOR HIGH SCHOOL

By Edith L. Casey

ENGLISH, SOCIAL STUDIES

WORLD GEOGRAPHY

INTRODUCTION

As an experiment in the eighth grade this year, and because there was a definite need for an enriched social studies program with some of the advanced eighth grade groups, North Carolina history was taught for one-half of the year and World geography was taught for the last half of the same year. The group of twenty-six students selected geography as the course they wished to take. The I.Q. of this group ranged from 98 to 135, with a median of 120.

Generally, these students work at about the same level academically and are from the same social and economic levels so that group work is very effectively carried out in this program.

Completing the entire North Carolina history book in half of the allotted time proved to be a challenge for this group, and the World geography book used was for a tenth or eleventh grade level.

The class received the geography with "open arms" and carried the book with them to all classes—"sneaking" it out for an extra minute of study whenever they thought they could get away with it.

PURPOSE AND SCOPE

To give the students an intelligent perspective of people and places so that they may have an understanding of current affairs and the ability to converse intelligently about these places and people.

1. To show how geographic factors affect our daily lives and influence our changing world.
2. To give an idea of location of world nations, of climate, vegetation, resources and their effect upon the people of these areas.
3. To gain an understanding of the relationships between men and the earth.
4. To gain knowledge of our changing world and its people.
5. To gain an appreciation for the world governments and the United Nations.

CURRICULUM

1. Latitude and longitude
2. Time: Great Circle route and International Date Line
3. Map projections
4. Climate

5. Land surfaces
6. Natural resources
7. Manufacture, trade, transportation, and communication
8. Geography of nations
    a. The nature of nations
    b. Nations of Western Europe
    c. Soviet Union
    d. Chile, Japan, and India
    e. Smaller nations of the Eastern Hemisphere
    f. South American Republics
    g. The United States and its neighbors

Activities (Only one activity involving all members of the class will be cited here.)

1. Each student, with aid from the teacher, chose a problem. They were allowed to work in pairs, and in one case, three students worked together on a problem.
2. Problem to be presented with use of maps and charts.
3. Project to be completed in three weeks.
4. Each person or group will turn in six to eight maps on his problem.
5. Each map will be accompanied by a 3 x 5 card explaining what map shows and the results.
6. Each map should have a legend if one is needed for explanation.
7. A written summary of the findings of all the maps will be turned in to the teacher.
8. A report will be made to the class and the information from the maps explained to the class when these areas are taken up in our study of World geography.

Some of the problems used were:

I. Charts on: Movements of Earth-Distance
    a. The earth's axis of rotation
    b. Earth revolving around the sun
    c. Parallels of latitude
    d. Four seasonal positions assumed by the earth as it revolves about the sun.
    e. Meridians of longitudes and size of a degree of longitude.
    f. Time zones across North America

g. International Date Line versus Prime Meridian
h. Any other charts you think worthwhile.

II. Compare United States with some other country as to:

- a. Population
- b. Vegetation
- c. Agriculture
- d. Land forms
- e. Mining and Minerals
- f. Industry
- g. Chief products: export and import

Countries used for comparison with the United States were:

- a. Great Britain
- b. U. S. S. R.
- c. Brazil
- d. Canada
- e. Japan
  and others

III. Maps and Charts showing:

- a. Climatic regions of the world
- b. World population maps
- c. Report showing how climate affects areas of population and countries known as "World Powers."

IV. Maps of world countries showing the following:
(Six to eight maps made for each country.)

- a. Exports and imports
- b. Vegetation
- c. Population
- d. Natural resources
- e. Climate and rainfall
- f. Land use
- g. Comparison of size

V. Africa—a growing spirit of Independence

- a. Density of population
- b. Natural vegetation
- c. Rainfall and temperature
- d. Products of Africa

e. March for independence: end of World War II
f. March for independence: end of 1959
g. March for independence: end of 1960

VI. Australia
  a. Rainfall and temperature
  b. Major products (areas)
  c. Minerals
  d. Natural vegetation
  e. Land use
  f. Australia vs. United States (size)
  Many other subjects were also selected.

VII. Vocabulary:
  geography
  axis
  latitude
  longitude
  circle route
  solstice
  equinox
  astronomical
  temperate
  plateaus
  torrid
  frigid
  tundras
  savanna
  projection
  cylindrical
  conic
  parallel
  gird
  arid
  buffer area
  contour interval
  Commonwealth
  monsoons
  Eurasia
  escarpment
  tundra
  hachure
  hinterland
  meridian
  millet
  Moslem
  nomad
  Occident
  Orient
  semiarid
  jute
  steppe
  subcontinent
  wadi

BOOKS AND MATERIALS

Text: **World Geography** by John Hodgdon Bradley
Ginn and Company (1960)

Workbook: **Directed Studies to accompany World Geography** by John Hodgdon Bradley

Maps: World Physical and Political Map
Polar Air Ace World
United States Physical and Political Map
North Carolina Physical and Political Map

Films: **The People of Russia**
Africa: Continent in Ferment
The World We Live In, Part III; The Face of the Land.
Saudi Arabia
(Also many filmstrips borrowed from East Carolina College)

EVALUATION

The students gained a conversational knowledge of countries, cities, and world trouble spots.

The students realized that land form, soil, climate, and location are often the cause of the food shortage which exists over our over-populated earth.

Through talks and filmstrips, they learned about customs, dress, and religion of the people over the earth.

They gained an appreciation for the habits, desires, and governments of other people and learned to objectively compare our ideas and customs with those of other nationalities.

EIGHTH GRADE, GREENVILLE JUNIOR HIGH SCHOOL

By Catherine L. Byrd

ENGLISH—SOCIAL STUDIES

The accelerated group in the English—social studies is composed of pupils who participate in one or more of the three accelerated courses, Latin I, Algebra I, and television science, offered in the eighth grade. The present enrollment is 32 students (21 boys and 11 girls). The I.Q.'s range from 108-145.

Language arts is the area in which most of the students excel. The recommended curriculum is greatly enriched for these students.

All students in this group read far above the grade level according to the achievement scores. We, therefore, use a tenth grade literature book, **The World of Endless Horizons,** in addition to the eighth grade adopted reader.

The language skills are made meaningful to the students through interesting channels of activity. Skills previously taught are retaught as needed. **Building Better English**, grade 8, is the text used rather than the state-adopted text.

One of the most stimulating and satisfying aspects of the program is creativity. Frequent use of poetry, prose, and dramatics inspire the student to do creative work that possesses merit and worth.

In the social studies area enrichment can help students to a better understanding of society and its problems.

North Carolina history was taught to this group the first semester, and civics during the second semester.

Since my class is a cross section of, and representative of, the entire community, I find that a definite stand on all questions of moral values should be taken. This has been achieved through discussion and problem-solving approaches with the aid of outsiders who are interested in building better citizenship.

We were fortunate in having city officials and a naturalized citizen to come in to clarify the democratic value system and to assist these students in achieving common values and ideals in accord with contemporary values now emerging in American society.

Students realize a certain degree of freedom as they choose subjects which are discussed through panel assignments, group organization, and open forums.

EVALUATION

Grouping in this manner has given these students the opportunity to work on a level in keeping with their superior ability which is challenging to most.

The difference of success experienced by the students in the language-arts-social studies area has been varied because of the difference in ability, maturity, interest, and study habits. Many members of the class have shown an unusual amount of achievement in these areas.

ENGLISH

PURPOSES AND SCOPE

To stress that poetry is aimed at our emotional and aesthetic selves; to demonstrate the use of figurative language; to assist students in understanding mood and spirit expressed; to use poetry for motivating better reading, writing, listening, and speaking.

CLASSROOM PROCEDURE

Poetry—3 weeks

Getting acquainted with some outstanding poets through their works.

Recognizing types of poetry.

Learning rhyme and rhythm.

Recognizing figurative language employed by poets (similes, metaphors, personification).

Using tape recorder to record students' voices as they read poetry.

Making poetry booklet.

BOOKS AND MATERIALS

Children and Books by May Hill Arbuthnot

Elements of Poetry—The MacMillan Company

Journey Into America—Houghton Mifflin Company

The World of Endless Horizons—American Book Company

Modern American Poetry—Harcourt, Brace, and Company

The Singing World—Harcourt, Brace and Company

RECORDS

"Worlds of Literature: Poetry 1"
"Worlds of Literature: Poetry 2"
"Worlds of Literature: Poetry 4"
"Carl Sandburg Reads the Poems of Carl Sandburg"

EVALUATION

A great deal of enthusiasm was shown by the majority of students.

The students were quite good in oral interpretation of poetry.

There was increased interest in writing poems.

The unit would have been more effective if the class had been smaller.

ENGLISH—TERM PAPER

PURPOSES AND SCOPE

To bring into use proofreading skills.
To become acquainted with new areas of thought.
To organize one's thinking into a coherent scheme.

CURRICULUM AND CLASSROOM PROCEDURES

Term paper—3 weeks

This unit was done in collaboration with one of the professors from East Carolina College whose freshman English class was preparing to write a source theme at the same time my group was to write a term paper. The two classes met together and selected the topics.

Each teacher taught the learning processes for such a paper to her own class.

When the themes were completed by both groups, the themes from the college students were evaluated and graded by my students. Those from my eighth grade class were done likewise by the college class. After the teachers graded the themes, the students compared the results.

BOOKS AND MATERIALS

Building Better English—Row Peterson
Preparing the Research Paper—College Entrance Book Co.

EVALUATION

This unit challenged this group more than any unit taught during the year. The eighth grade students were impressed with being able to work with college students and evaluate their work. Many stated that it was an interesting and useful way of learning.

EIGHTH GRADE, GREENVILLE JUNIOR HIGH SCHOOL

By Mrs. Louise Eller

LATIN I

One group from the eighth grade studies Latin I and receives high school credit. The members of this class are selected on the basis of these criteria:

1. Indication of desire on the part of the student and his parents that he take the course.
2. Report card average of at least "2" in English.
3. Minimum standard test score of 10.5 in language arts.
4. Recommendation of seventh grade teacher.
5. Evidence of good study habits.

The usual course of study as given to any first year Latin students is followed. Pronunciation, at first by imitation and later by the use of rules, is stressed. Latin forms are memorized and rules of grammar learned for the purpose of enabling the student to comprehend the meaning of Latin passages and translate them into his own language. Latin reading material, at this level, pertains to such classical subjects as the Trojan War, the Aeneid, and the travels of Ulysses.

Because of the superior ability of the students, certain procedures and activities are used for enrichment of the course. Latin games and contests, vocabulary flashcards, and Latin crossword puzzles provide drill and interest throughout the year. For a better understanding of Roman culture, each phase of Roman life and customs is presented by one of the various class groups. After doing research on the subject, the committee presents the results by a report and a bulletin board. Each student also makes a songbook containing Christmas songs in Latin. In addition, early in the school year, each one begins to collect clippings and pictures showing the use of Latin words and phrases in current periodicals and make a Latin scrapbook of them.

During the course much stress is put upon the ways in which the Roman civilization and Latin language greatly influence our lives today. Several months before the end of the course, each student chooses from a list of the modern uses of Latin the one which he will illustrate by a project. These cover such topics as the classical influence on one of the professions, such as science, medicine, astronomy, mathematics, pharmacy, law and the ministry; on our English language, either by derivatives and pure Latin words and phrases or in the mottoes of our institutions and states; on our laws and form of government; on the architecture of our public buildings; and on our calendar. For several weeks the student does research on his chosen topic, confers periodically with the teacher, and then presents his findings with a poster, model, or such illustrative object. These are then brought together and put on exhibit in the school library for the enjoyment of other students, the faculty, and parents.

In evaluating the course, the teacher has come to these conclusions:

1. Good study habits and an orderly process of thinking are developed in the course.
2. The student learns to appreciate the classical influence in our modern civilization.
3. The students are developing the skills necessary for reading the Roman literature found in the Latin language.
4. Improvement of English vocabulary and grammar is evident.
5. Appreciation of Roman mythology has increased.

The students have made such observations as:

1. They are convinced that Latin is not a "dead language."
2. They are interested in studying a modern Romance language also.
3. They find that they better understand English grammar and have improved in spelling.
4. They find Latin words and derivatives in their other courses and better understand their meaning through the study of Latin.
5. This and the other accelerated courses make school more interesting.
6. These are some of the statements found in their evaluations:
   "Latin is my favorite subject."
   "Latin is definitely one of the most challenging classes I have ever taken."
   "The study of Latin has been beneficial in my vocabulary more than anything else."
   "I found that there are a great many Latin words in English (more than I expected)."

The parents too have commented that the students are exhibiting an enthusiasm for the course and pride in calling to the attention of the family the use of Latin words and phrases in reading material in the home. One parent said, "My son's interest in Latin is contagious. I find myself more and more asking word origins and adding to my own knowledge. And even our five-year-old sometimes addresses her doll as 'puella.' "

BOOKS AND MATERIALS

Progress Tests for Latin for Americans—Ullman, Kovach, and Smalley—The MacMillan Co.

Games and pamphlets from the American Classical League

Crossword puzzles from Yale Book Co.

Some of the books used for research:

A Day in Old Rome—David-Allyn and Bacon

The Private Life of the Romans—Johnston-Scott, Foresman and Co.

Rome and the Romans—Showerman-MacMillan Co.

Everyday Life in Rome—Treble and King—Oxford Press Co.

ALGEBRA I

Two eighth grade classes study Algebra I, for which high school credit is received. The students are chosen according to these standards:

1. The student, with the approval of parents, elects to take the course.
2. Report card average of "2" in mathematics.
3. Minimum standard test score of 9.5 in both arithmetic computation and arithmetic reasoning.
4. Consistently good study habits.
5. Favorable opinion of the seventh grade teacher.
6. Above average score on Orleans Algebra Prognosis Test.

The units covered in this course are: (1) formulas for perimeters, areas, and volumes, (2) simple, simultaneous linear, and quadratic equations, (3) signed numbers, (4) four fundamental operations with polynomials and algebraic fractions, and (5) products and factoring. Many word problems are used for enrichment. Posters illustrating geometric figures and their appropriate formulas were made by the students. Algebra charts have been very useful in teaching the rules and laws of algebra. Board work and individual help and attention serve as other means of instruction.

The teacher's observations concerning the course are:

1. The students have made steady progress in their ability to reason well.

2. Most of the students have also improved in their ability to do arithmetical computation.

The students have made such comments:

1. Many find algebra more interesting and challenging than arithmetic.
2. They feel that their study habits have improved.
3. They find supervised study periods at the last part of the class period very helpful.
4. Many enjoy the challenge presented in the word problems.

BOOKS AND MATERIALS

Workbook for First Course in Algebra—Hard-D. C. Heath

Worktext on Algebra—Book I—The Steck Co.

Algebra charts—A. J. Nystrom Co.

EVALUATION

THE EIGHTH GRADE GROUPING PRACTICES

The program has been, on the whole, a very successful one. The degree of success experienced by the individual students has varied because of the differences in their ability, maturity, attitude, interest, and study habits. Some of the members of the class have shown an unusual amount of achievement, comparable to that expected of a high school student.

Certain values of such a grouping are clearly evident. First, the opportunity to work on a level in keeping with their superior ability and unusual interests is challenging and stimulating. Also, the homogeneous grouping permits a wholesome type of competition not possible in a heterogeneous grouping. Ultimately, as a result of the acceleration of their school program, those gifted students will be able to supplement their high school course of study with advanced work on a college level.

These values, as well as the evidence of progress made by the group, serve as a recommendation for the continuation of such a grouping on the junior high school level.

EVALUATION OF THE TOTAL PROGRAM

DESIRABLE OUTCOMES IN TERMS OF PUPIL ACTIVITY AND GROWTH IN GREENVILLE JUNIOR HIGH SCHOOL,

GREENVILLE, NORTH CAROLINA

1. Work Habits
   - a. Pupils work under own purposes.
   - b. They have definite plans of procedure in individual work programs.
   - c. They use their class and leisure time economically and effectively.
   - d. They are aware of their own needs and make good use of such learning aids as books, maps, textbooks, reference books and workbooks in caring for these needs.
   - e. They test their own results, and determine the next step in the work program from their findings.
   - f. They find new work to do when assigned tasks are completed.
   - g. They display a wholesome attitude, genuine interest, and pleasure in work.

2. Creative Activities
   - a. Pupils show evidences of creative expression and self-interpretation in writing, art, music, and dramatization.
   - b. They plan experiments and projects with their teacher as a guide and consultant.
   - c. They use a variety of media to express their own ideas.
   - d. They give evidence through their creative work of a growing appreciation of color, form, harmony, and beauty.

3. Achievement
   - a. Pupils show an effective acquisition of fundamental skills and information.
   - b. They give evidence of wide information in the various fields of knowledge.
   - c. They read rapidly with understanding current magazines and books.
   - d. They handle mathematical computation with automatic accuracy.

e. They have developed a feeling for, and ability to appreciate, fine writing, good music, and beautiful pictures.
f. They can express themselves clearly, accurately, and with precision in speech and writing.
g. They habitually write legibly.
h. They can apply theoretical knowledge to the solving of actual life problems.
i. They have power to organize logically.
j. They ask intelligent and thoughtful questions.
k. They give evidence of open-mindedness.
l. They weigh facts in drawing conclusions; they search for new data; they suspend judgments until they have the facts.
m. They give evidence that they know where to find and how to use a wide variety of informational sources.
n. They have many opportunities to solve their own problems.
o. They have acquired principles, generalizations, laws and insight based on wide and accurate facts and information.

4. Citizenship

a. Pupils show a high degree of self-control.
b. They have many opportunities for leadership.
c. They have many opportunities for cooperating with other pupils as well as with the teacher.
d. They share in making group laws and feel a responsibility in enforcing them.
e. They have a genuine respect for contributions of group members.
f. They take good care of their own property, and show respect for the property of others.
g. They make proper use of parliamentary procedure.
h. They display an intelligent interest and take an active part in planning school and community affairs. This is evidenced by their discussions, reports, and recommendations.

5. Health

a. Pupils give evidence of knowledge of desirable health habits and attitudes in taking responsibility for their own health needs such as temperature, light, and ventilation.
b. They practice habits of good posture.
c. They attack problems wholeheartedly and fearlessly.

d. They show a wholesome attitude and ease of adjustment. They do not develop defense mechanisms.

e. They are not subjected to unnecessary strain.

SURVEY OF TEACHER'S EXPERIENCES WITH BRIGHT AND GIFTED CHILDREN

Three teachers were asked to answer the following specific questions:

1. What changes in your thinking did you have to make in order to adjust to meeting the needs of the gifted?
2. How were your gifted children selected?
   In your judgment was this selection a good one, i.e., were they all gifted?
3. What, if any, changes in teaching approaches have you been making?
4. Do you feel that you have been able to challenge the intellectual ability of the gifted? Yes........ No........ Uncertain.........
5. Undoubtedly your gifted children had a variety of interests. How have you been meeting that variety?
6. What did you expect of the gifted, i.e., in their learnings, their accomplishments? Are these expectations being realized?
7. The role of administration in the project:
   (a) What values do you feel the administration in your school gained?
   (b) What help did the administration give you?
   (c) What suggestions do you have to make the administrator's role more effective in the education of the gifted?
8. What classroom techniques do you feel are most helpful in challenging the gifted?
9. Evaluation:
   (a) What special measures have you been using to appraise the development of the gifted?
   (b) What records are kept of individual progress?
   (c) What records are kept of the experiment as it affected your teaching?

10. Parent Relationship:
    (a) To what extent have the parents been made aware of special attention being paid to the gifted?
    (b) What parent problems are noted?
    (c) What practical suggestions do you have for teachers working with the parents of gifted?

11. What is your reaction as to the future disposition of the gifted child experiment in your school: (check)
    (a) It should be expanded............
    (b) It should be kept about the same............
    (c) It should be curtailed............
    (d) It should be dropped............

12. What unfavorable reactions did you note concerning the special attention given to the gifted:
    (a) By other teachers in your school
    (b) By classmates of the gifted

13. Net value of the project. Please note any reactions or suggestions which you feel will be helpful for other teachers contemplating a more suitable education for the intellectually superior.

Their replies follow:

SURVEY OF TEACHER'S EXPERIENCES WITH BRIGHT AND GIFTED CHILDREN

By Annette P. Plyler

1. The following are the most significant changes I had to make in my thinking:
    a. I had to remind myself that these children, though they seem more mature than others of the same age, have the same general problems as others in their age group.
    b. I had to get accustomed to having ideas challenged more frequently.
    c. I had to give much more thought, time and research in planning to meet the needs of these children.
    d. I had to realize that these children, more than others, like the challenge of finding answers for themselves.

2. Selection of this group was made according to the standards set forth in this report. We do not consider these a final basis for grouping and will change it if we feel that others will suit for our purposes better. Because of crowded conditions in our school, the class had to have an enrollment of thirty-eight.

   Some of the ones included were not gifted to the extent that they felt successful in the group. Those with very outstanding weaknesses in a subject seemed to feel the least successful. Perhaps this type of child would have profited more from subject grouping.

3. I try to have a minimum of routine drill. I also let the children take part in leading the drill. More small group activities are used. A scientific approach is encouraged. More independent study is encouraged.

4. To the question "Do you feel that you have been able to challenge the intellectual ability of the gifted?" my answer is yes, to some extent. I feel that more could have accomplished with a smaller group.

5. Students have been encouraged to do independent research and study and to talk about their interests.

6. An earlier page shows a list of outcomes we worked toward. I sincerely feel that many of these have been realized to some extent.

7. The administration has had a chance to experiment with one way to try to meet the needs of the children.

   The administration helped with parent orientation to the program and evaluation of the program.

   The supervisor helped with the screening of the students for the program. She also offered help with the handling of individual problems.

8. I have used small group activities, reports (oral and written), dramatics and other creative activities, problem-solving approach, lecture, and independent study.

9. Questionnaires have been given for evaluation by parents and students involved.

   Achievement test scores, report card grades, cumulative folders, and anecdotal records are used.

   Test scores, yearly averages, and records of evaluations are kept.

10. Parents have been made aware of the program through group meetings and newspaper publicity. They have been given an opportunity to comment and evaluate.

    Some parents have expressed anxiety about grades. Some seem to feel that the competition their children met within the group was undesirable. More of them, however, seem eager for their children to take one or more of the advanced courses offered on the eighth grade level.

    I feel the parents should have an understanding of the program from the very beginning. Their co-operation should be solicited. The parents have been very willing to serve when resource people are needed. This resource is very helpful.

    If the parents object, I do not feel that it is to the best interest of the children or the program to place them or keep them in a group such as this.

11. I feel grouping is helpful. Having worked with an average group last year, I feel that they also profit much by having an opportunity to express themselves more freely and to lead in their respective groups.

12. The seventh grade classmates have not seemed to resent the group, but the group has expressed some anxiety that their peers might resent them.

13. Growth as shown by achievement test scores and general growth in skills would seems to indicate that progress has been made. Most of the students indicated they had enjoyed the challenge and had not felt undue strain. Students with one outstanding weakness in an academic area did not seem to fit well into this type of grouping.

    Classes should not be too large.

Comments

The teaching of these children is very interesting and challenging.

Since more time is required in preparation for these children—a teacher must have time for planning, research and conferences.

If the North Carolina Legislature appropriates money for a program for the gifted children, the classroom teachers involved should be compensated for additional time and energy.

SURVEY OF TEACHER'S EXPERIENCES WITH BRIGHT AND GIFTED CHILDREN

By Irma Sermons Worthington

(Three teachers in the Pilot Center was asked to react to certain specific questions. The questions are on page 93 with this teacher's answers given below. Editor)

1. I had to make no drastic changes in my thinking. I have always felt that a bright child should be permitted to work at a rate and depth of understanding comparable to his ability.

2. I have worked on the theory that these children can and should become more proficient in the basic skills and academic subjects. The pupils have been encouraged to seek and develop interest of their own.

   The bright seventh grader is still a seventh grader with the same basic needs.

3. As far as my group is concerned, I feel that I have challenged them in many ways—self-expression, more accuracy in detailed work, ability to be more selective and critical in their opinions.

4. The interests of my boys and girls have been beyond the classroom to a great extent. Horses for one, scouting for many, music for several—all of these are encouraged and shared with the class, but I do not develop with them these interests because other people are already responsible. However, several scouts have won badges in conservation, citizenship, God and Country, which were helped by our class studies and some private help from me.

5. I expected my bright pupils to have personal pride in work well done as well as a keen desire to do more than was actually required of them. To some extent they do meet these expectations inasmuch as homework is always done, extra materials are often brought in and shared, and children work to improve upon their own best work. There seems to be more participation with less class rivalry.

6. The administration has given help in the way of solutions to problems, tests, and materials.

7. I have no specific techniques for bright children, but I feel that many approaches must be used. Monotony is to be avoided. Giving children responsibilities within the group, planning together, using community resources are all very valuable.

8. With my group I have kept only the test results and the grades for each marking period. We have worked with Dr. Scott's committee in making a report of the achievement quotients. We have used Mooney Problem Check for purposes of counseling.

9. The children in my group have been subjected to no unfavorable attitudes from any of their classmates. They have seemed to appreciate the opportunity to work at our pace and feel that the other groupings offer the same opportunity to those who learn more slowly.

SURVEY OF TEACHER'S EXPERIENCES WITH BRIGHT AND GIFTED CHILDREN

By Edith Holmes

Although scores are but one media by which to judge the success of a program, we can say that from the scores grouping in this manner has been most successful. An average of 2.2 year's growth on the battery ~~median~~ is evidenced by this group, with some individuals gaining as much as 3.5 years on the median, and as much as 5.1 in an individual subject.

The children involved have been given an opportunity to write their own evaluation of the grouping program. This has been done with and without the aid of check lists. The children were asked not to sign these papers, so that they would feel free to make any kind of remarks they cared to. Without exception, they praised the grouping from a scholastic viewpoint. A few children felt that those in "higher" groups were "snooty" to those in lower groupings, but I believe that this condition exists whether or not children are grouped in a manner such as we have. They know who is getting along and who is not progressing.

As far as I have been able to find out, the parents of my children have been most happy about the progress of their offspring while grouped in this manner. They have certainly been complimentary.

Grouping in this way can not only help put a child where the teaching may be directed more nearly at him, but it can also utilize the special strengths of the individual teachers.

I am thoroughly convinced that more children can be taught better under a grouping program such as ours.

SUMMARY

1. The greatest revelation to me was the fact that these children had not mastered many of the fundamentals. They had become skillful skimmers in reading and rather clever guessers in some other areas. Most of them did not really know how to study and instead of speeding them up, I had to slow them down until I had established good work habits.

2. After the "top" group was taken off, there were still enough above average or superior children to make two classes. This large group was divided into two sections. I took the ones who were lower in arithmetic, and any children who seemed to have outstanding adjustment problems.

3. I have made almost all work and all tests diagnostic. In my daily schedule I have set aside a remedial period wherein I may work with small groups who are weak in a particular area. During this period the ones who do not need remedial work work on something of an enrichment nature.

4. During opening exercises we discuss what some of the children do for hobbies. These children are then encouraged to bring their materials to school to share them with the other students. They are especially urged to help out in any area of school work which might be related to their interests. More units are taught in Science, Language and Spelling than are required so as to expand the interest and knowledge of these students.

5. I expected the gifted to show more than an average growth in subject matter. I expected them to show more initiative, leadership, dexterity, coordination, creative ability, dramatic and musical ability than the average. I expected them to develop the above named characteristics (as a group) to a greater extent than the usual grade.

6. I think the grouping program has helped make a smoother running school with less discipline problems.

   The teachers have gained a greater insight into the possible accomplishment of pupils at differing levels.

   The administration helped us in every way possible, providing tests, sets of books at different levels for unlike classrooms, etc.

   In regard to the administrator's role, I am satisfied with it in this situation. For a new group in a different school, I suggest that their administration come and get ideas and suggestions from our set-up or from some of the other pilot centers.

7. Usually the gifted child will work harder on something that he considers "hard" than he will on something which he considers "easy." Therefore, routine things can sometimes be challenging to him if he thinks they are above grade level or things which some people must work on a long time.

   I also like to use a moderate amount of drill immediately after teaching (in subjects like Arithmetic) and not keep the child at it after he has obviously learned it. He starts to do it carelessly as soon as he knows he has mastered the process.

   All subject matter should be taught in true-to-life situations wherever possible.

   The unit is a good form of teaching for these people because it can provide much enrichment.

8. My records of individual progress are the usual records in the teacher's record book, the permanent record, the report card and individual records written up by the teacher and kept within the permanent record folder. The latter consist of dated records of observations, conferences with both children and parents, etc.

9. Parents have been kept aware of the development of the gifted by being invited to special meetings where the whole program had been discussed. The parents have been invited to attend individual room meetings. They have been encouraged to come to the school for individual conferences.

   Do not put a gifted child in the accelerated group against the parent's wishes.

   Do not put a child in the accelerated group unless the parents are willing to give complete cooperation; i.e., come to all called parent meetings where the format and procedure are to be discussed, give the child the proper surroundings for productive homework study, arrange the child's social schedule around the school schedule—not vice-versa.

   Be diplomatic, but **firm,** with parents.

   Be kind, but **firm,** with the children.

Having a set time daily for science meant it was not crowded out by the inevitables of a normal self-contained class. The movement from one class to another emphasized the importance of the subject. Students approached their science study more seriously than in other years by their own admission, "I felt more like digging into my work." The class moved more rapidly through the sequence of our curriculum. The science equipment and materials, including a selective use of audio-visuals, enhanced the total program greatly (thanks to NDEA). Students stated that they had not thoroughly covered areas of science study before. There were many "openings" in our science, too. There were student indications that the change in personalities with corresponding mannerisms, methods, and voice differences worked to the advantage of all. Since the students had a male teacher for this subject, a balance of harmonious experiences with both sexes was achieved. This teacher blushingly includes the following comment, "The other classes I have had we didn't study science very much and it has been exciting having a wonderful man teacher." Student statements are quoted below with reference to how stimulating the science program has been this year:

> "They were much more stimulating. In past years the majority of my teachers have not been very interested in science and it has been a 'twice a week' class. When lessons are this far apart I don't want to work or to do much research."
>
> "As to what ways has it been more stimulating, I can't point out any unless it has been the interest of the teacher and his willingness to work with one on projects and reports."
>
> "I think our class has learned more from the way you have taught us science. You enjoy science and have learned more because you enjoy it, therefore you have not given us just information from the books but have told us much as you can in this subject, so we have learned more than we usually would have."

Grades were not overly emphasized, but attempts were made to show the placement of the individual anonymously. This was done by placing the numerical list of all grades made on a unit test on the chalk board. Each student then saw his grade in relation to the others made. When asked to comment on the correlation of their grades to the amount of study and work put into science, these remarks were received:

> 'Though I made two "3's", I feel I have learned more this year. We got a lot more understanding through the experiments and films. Now, looking back I realize I did not add much to the classes but I tried to listen well."
>
> "With the work I have done I should be satisfied, but I'm not with either."
>
> "I am happy with the grades I have made in science, but for the work I did I must be lucky. I think if I had improved my work habits my grades would have been much better."

"I thought I got better grades than I deserved."

" I think I have worked harder than I have in any of my other grades in school. I did not have to work very hard to make "1's" before. I've got respect for a "2" or a "3" now."

"I believe I could have done better by reading more outside material."

"I have been satisfied with my science grades this year, but I found my work easier because it was more interesting."

"I have not been happy with the grades I've made, but it's my **own fault."**

I think I got the grades I worked for and deserved."

EVALUATION BY STUDENTS

On the whole the program has been successful. The degree of success obtained by individual students has varied because of the differences in their ability, maturity, attitude, interest, and study habits. Achievement has been comparable to that expected of ninth grade students.

Certain values of such a grouping are clearly evident. The opportunity to work on a high level is challenging and stimulating. It is a wholesome type of competition. There has been no evidence of disadvantages.

The student evaluation of the accelerated program is interesting. Of the 116 students responding to the questionnaire, 106 stated that they felt the work had been beneficial. (This evaluation includes students who have worked in this program for as much as four years.)

When asked to support their above answer with three good statements, the most frequent responses were:

57 "Abilities and talents used to greater extent."

55 "Feel greater personal challenge"

47 "Accomplish more through this program"

28 "Better prepared for high school"

28 "Able to take more subjects in high school, which makes better preparation for college."

27 "Boredom diminished because of elimination of slower learners"

In reply to the question: "How could this program have been improved," the most common responses were:

28 "This type of grouping should be done prior to seventh grade."

26 "Smaller classes"

16 "More resource materials needed"

15 "Teachers should be strict, enthusiastic, stress fundamentals, and have vast knowledge of subject matter."

All except one felt that this program was more challenging than a regular one. Seventy-one thought the program should have been started at an earlier grade level; forty-five disagreed.

Further questions brought out the fact that the median student participated in 3 high school activities. The median student, furthermore, participated in 3 outside activities. However, the vast majority felt that these acivities did not take too much time from their school work.

Several seventh graders in the top group said that for the first time they have had to really learn how to study in order to keep up.

One child lamented: "Since then I have been expected to do good work!"

EVALUATION BY PARENTS

95% of the parents answering the questionnaire sent them said they felt that their child experienced a greater personal challenge in this type of grouping.

90% felt that their child learned how to study more effectively.

91% felt that their child has done a better quality of work and in greater quantity.

95% felt boredom had been diminished for their child because of the elimination of slower learners.

100% felt that more has been accomplished by their child through this program.

90% felt the competition of working with other talented children has been pleasant for their child.

95% felt that their child's abilities and talents have been used to a greater extent.

Excerpts:

1. "I feel that more attention should be placed on the physical fitness program. I feel that the mental aspect or scholastic program is very good in both quality and quantity."

2. "Our child has not been in this system very long, but the situation here has been much, much better than the mixed grouping in the previous school."

3. "I would like to see more time for study periods and less homework. This program has certainly helped my child in that she had competition. Her lower grades this year have been discouraging to her, but the grading has been on a higher level it seems. I wish all of my children could be grouped like this."

4. "I feel there is always room for improvement in anything undertaken. I'm sure the teachers are capable of telling us in what way this can be done and how the parents can help."

5. "I am definitely in favor of the program and the way it is handled here. My child has stated several times that for the first time in her life she is not bored and likes school. Whereas, before she often said she hated school. I have not felt that it has harmed her emotionally. The supervisor and teacher handled the beginning "nervousness and anxiety" of both children and parents in a wonderful way, explaining the program thoroughly. Many parents had very distorted ideas of the program, but felt better after it was explained. My child has been handled in such a way that she has not felt "superior or conceited", but I have heard one other parent say that their child has been teased about being 'stuck up.' However, all in all, I am really pleased."

6. "My child strives to make a good average grade, therefore, she has had to work harder to achieve this in this class. She has definitely learned to study more effectively. She has profited by the personal challenge. I am glad she has had the privilege of this opportunity."

7. "I am in favor of this program. My child has learned competition and has had to dig more for even the lower grades."

SUMMARY OF EVALUATION BY TEACHERS

Study Skills

A special effort has been made to develop good study habits. Assignments are made for long-range independent studies. These assignments included projects in science and social studies, as well as units and literature to be read and evaluated independently.

Advantages

After three years of effort, it is clear that there are many advantages in such a grouping plan, both for children and for teachers. From the students' standpoint we find that these students learn to accept and appreciate each other for their common interests, academic accomplishments and contributions to the group. The social status and economic status of the individual are less important than his achievement. Friendship groups have been broadened. Tolerance has been developed.

One interesting observation is that the children have become dissatisfied with the quality of work which was acceptable to them in past years. They are conscious of the need for personal improvement and achievement.

Disadvantages

In view of the competition for academic excellence there has been concern lest some children, because of their desire for perfection, might develop nervousness. However, the vast majority of these students react favorably to this competition. Hence, we cannot concede that this is a disadvantage.

Some people feel that grouping encourages feelings of superiority and false pride. This sort of disadvantage is not actually found in practice. When a student is aware that he is one in a number of talented students, he is less likely to develop a feeling of superiority than if he were in a group in which he was far superior to the majority.

Sense of Responsibility

These students are aware that their natural abilities make possible not only a high degree of subject matter achievement, but also the ability to assume leadership roles within his class, his school and community. It is believed that these boys and girls have been helped to develop a sense of humility and a feeling of responsibility to use their talents for the benefit of all. The teachers felt that the grouping program:

1. Promotes speed in class progress.
2. Makes it possible to add depth to curriculum materials
3. Promotes qualities of leadership
4. Gives greater feeling of accomplishment
5. Reduces grouping within the group

6. Places pupils in more challenging situations
7. Enables child to be in a class where the teaching is aimed directly at him
8. Children have opportunity to make new friends and broaden outlook on life
9. Is conducive to more effective planning and instruction
10. Enables teacher to more quickly and carefully diagnose and provide for individual differences and specific weaknesses
11. Creates an atmosphere of security
12. Provides for specialized teaching in specific areas of the curriculum. Example: mathematics, science, Latin

RESEARCH STUDY—PUPILS' PROBLEMS

By Frank Scott

The Mooney Problem Check List, Junior High School Form, was given to all of the pupils in the seventh grade during the first part of the school year. The supervisor of the city schools administered the check list to all of the classes to insure uniformity of administration. Tabulations of the problems checked by the pupils were then made according to the seven problem areas. These areas are: I. Health and Physical Development (HPD); II. School (S); III. Home and Family (HF); IV. Money, Work, the Future (MWF); V. Boy and Girl Relations (BG); VI. Relations to People in General (PG); and VII. Self-Centered Concerns (SC). Comparisons of the number of problems checked in each of the seven areas between the two classes that were highest in achievement and the two that were the lowest in achievement is given below. There were approximately 70 pupils in each group.

	I(HPD)	II(S)	III(HF)	IV(MWF)	V(BG)	VI(PG)	VII(SC)	TOT.
Group I No. High	170	244	93	151	124	180	227	1185
Group II No. Low	408	667	299	493	349	475	566	3285

These data point out that the children who are having achievement problems in school are also having problems in all areas of adjustment. The ratio between the two groups is approximately three to one and it is fairly consistent in the seven areas with the students in the remedial classes checking about three times the number of problems as did the children in the accelerated classes.

The two groups checked approximately the same percentage of problems for each of the seven areas with Area II (School) having the greatest frequency and Area III (Home and Family) having the least frequency.

CHAPTER 4

A SPECIAL COMBINATION CLASS—DANA SCHOOL

HENDERSON COUNTY, FOURTH AND FIFTH GRADES

By Mary Ann Leslie, Teacher

The enrichment class at the Dana School, Henderson County, had its beginning on August 26, 1960 with 28 eager boys and girls who were selected to make up a class, including 10 fourth graders whose I.Q.'s range from 115 to 149 and 18 fifth graders with I. Q.'s ranging from 115 to 164.

IDENTIFICATION

These children were selected upon the basis of class performance in academic achievement, teachers' judgment, emotional stability and physical fitness along with test performance and I. Q.

At the beginning of the previous year, the Stanford Achievement Test had been administered to all third and fourth grade pupils. After such a class was proposed, each teacher was instructed to look for potential candidates who made commendable scores along with outstanding class performance.

This was done and an evaluation of each child who was considered to be a potential candidate for the class was made on the basis of the foregoing criteria, along with a personality evaluation inventory which was made by each teacher. These media were carefully used as screening devices for this project.

After the list of prospects was compiled, they were further screened by the administration of both the Stanford Achievement and Metropolitan Tests (Intermediate Batteries). Results were compiled and tabulated; then the individual Stanford Binet Intelligence Test was administered and from the 36 potentials 28 were chosen to make up the class.

The screening committee was composed of Dr. H. H. Bixler, Research Director of the Commission to Study the Public School Education of Exceptionally Talented Children, Mrs. Sue Johnson Davis, Henderson County Supervisor, Mr. H. Ray Lyda, Principal of Dana Elementary School and Miss Mary Ann Leslie, prospective teacher of the class, subject to the final approval of Dr. C. D. Killian, Chairman of the Commission and C. Douglas Carter, Program Director of the Commission.

CURRICULUM PLANNING

The plan of procedure was to teach the regular course of study as provided by the State of North Carolina. Along with this was a program that would provide for the development of facility in skills, organization of subject matter and discriminating judgment. The aim was to help **each** child to engage in worthwhile and purposeful learnings and activities comparable to his interests and abilities as well as his rate of growth and development, in such a manner as to develop a depth of understanding which would ultimately result in critical thinking and conceptual learning.

The content of the curriculum was formulated in the summer of 1960 by a group of teachers who were chosen by the Commission to study the curriculum and formulate a plan that would provide a nucleus for more effective teaching.

This study was made at Western Carolina College during the summer of 1960. The teachers who agreed to participate in such a study were given fellowships in order that they might work in this capacity.

The group, under the leadership of Dr. H. H. Bixler and Mr. C. Douglas Carter, participated in the study. After making an intensive study of the various curricula that had been successfully used in such a program, we outlined the skills and enrichment activities that we felt should be included in this program. After formulating plans and developing outlines of the various subject matter areas, a handbook was made for each level that was to be included in the Pilot Centers.

Books and materials were previewed and studied and much thought was given to the selection of suitable books and materials on the basis of pupil growth and development in order to implement a well rounded program.

LITERATURE

It was the plan of the Commission to offer an intensive course in literature for the purpose of encouraging the pupils to develop an appreciation of, and love for, good literature at this age, for it is generally thought that the basic foundation for good literature is laid during the formative years of a child's life, and it is further hoped that this appreciation will carry over into adult life.

Two of the Charles Dickens classics were chosen: **David Copperfield** and **Oliver Twist** along with **Moby Dick** by Herman Melville.

A reading and literature book was also chosen, entitled: **New Horizons through Reading and Literature,** Book I, by Brewton, Lewon, Ernest, published by Laidlaw Co. This book contains a wealth of materials on the teaching of reading and literature. It is divided into five major units:

Unit I. Understanding Ourselves and Others
Unit II. Action—Games and Sports
Unit III. Adventure—Danger and Daring
Unit IV. Discovery—Nature and Science
Unit V. Heritage—Heroes and Giants

This book is one of the best of its kind that I have had the privilege of examining. It contains a wealth of valuable suggestions for teaching reading skills which are so essential to a good reading program. However, the main purpose in teaching the classics along with reading and literature is not only for structural analysis but to build concepts which will result in the appreciation of good literature and a love for the finer things of life.

We selected **David Copperfield** as the book for our first study since his life began as a boy who had problems and difficulties that were in common with those of any normal boy or girl. We read the chapters for appreciation and after studying the life of the author we found that he had received his inspiration to write the story as a result of the things that had happened to his own life and the life around him. We used the printed questions as a guide along with developing concepts. The children responded with enthusiasm as we developed attitudes of right values, made comparison of character traits of the various characters, dramatized different scenes, along with making interesting drawings representing various characters.

At first, the pupils felt that Betsy Trotwood was harsh and cruel to David's mother, but later were able to detect a heart of gold beneath her harsh veneer when she was put to a test.

Here is a partial list of concepts that were developed:

1. People in authority should always be honest and considerate.
2. A great person shows humility.
3. A great character shows courage.
4. Show kindness to those who are less fortunate than we are.

5. Evil is no match for good.
6. Right prevails, wrong fails.
7. A person can rise above his environment.

Activities included the following:

1. Looking up the life of the author, Charles Dickens, and finding clues to why he wrote **David Copperfield.**
2. Writing paragraphs making character sketches of the various characters.
3. Selecting humorous parts of the story and reading to each other for enjoyment.
4. Listing the characteristics of a good wife and mother. How did David Copperfield's mother and wife compare to these standards?
5. Reading the 31st chapter of Proverbs and listing the qualities of a good mother.
6. Comparing Miss Betsy's effort to make David feel secure with Mr. Murdstone.

As a result of this study the pupils have developed a desire for good literature. They have broadened their concepts of good and bad and have conceived the idea that literature can be fun.

LITERATURE—MOBY DICK

Introduction

In the world of literature children are full of curiosity. They thrill to adventure and daring. Hence, the story of **Moby Dick** is an excellent medium for arousing interest and satisfying these desires in children, since the story is a masterpiece as fiction that has a compelling drive and a suspense that holds the reader spellbound. Color, character and action are woven into a pattern of symbolism and the narrative is filled with picturesque language which is appealing to the interest of the pupils.

It was the writer's purpose to plan and present this story in such a manner as to create within the pupil a desire to read good literature, to appreciate the beauty of the story and to develop conceptual thinking on the part of the pupil.

I. Approaches

   A. Many of the children have read stories about whales and know of their activities. We began the story by asking questions about what they already knew of whales and whaling voyages.

We reviewed the story of **The Great Whales** by Herbert S. Zim and **Flashing Harpoons** by R. Frank, Jr. Both of these books provided an excellent background for motivation and discussion.

B. Another approach was made through the study of the life of the author, Herman Melville.

1. The text shows a good portrait for the author. The pupils were asked to look at the picture and from it character inferences were made as follows:
    a. His face has a look of purpose.
    b. He has a look of honesty.
    c. He has the countenance of a gentlemen.
    d. His expression reveals that his life has been daring as well as adventuresome.
2. Reports on his life history were given and the following concepts were developed:
    a. Melville's parents were of proud ancestry, coming from the earliest and most aristocratic settlers of the country.
    b. Through financial reverses, his father's business was ruined; thus, he was unable to master the situation and died of overwork and worry.
    c. Melville's early life of self discipline and poverty did much to change the boy into a man, and these early experiences became the germ of his book **Redburn.**
    d. When he became a sailor and was forced to live the sordid life of a seaman, he recalled the many rebellious moments that he had experienced in his first days as a whaler.
    e. The author pictured himself as the main character in the story of **Moby Dick.** Thus, we are led to believe that the story is based upon the real happenings that occurred in his life.
    f. The story stands for the conflict between two opposing spiritual forces. The whale stands for the spirit of evil and the captain the will of man that fights against his destiny.

g. Melville's works had been forgotten to the extent that when he died his name was not even mentioned in the newspapers. However, in 1919, his works were rediscovered at which time he was acclaimed the honor of being a genius. This shows that many noted people have not received the rightful praise or recognition during their life time but in later years their deeds or good works come to light and are accepted as famous.

3. Reports were given on the author's life from the following outline:

   a. Boyhood and Youth
   b. Adventures in the South Seas
   c. Fame and Self-education
   d. The Eclipse of His Life
   e. New York Period
   f. Belated Recognition

II. Activities

A. The pupils were asked to bring their Bibles to class. We read the Biblical story of Jonah and discussed how this story is related to the concepts the author had in mind.

B. We read the story of Ishmael as found in Genesis. From this story the children were able to perceive the relationships between the story of Ishmael and the main character of the book and to compare the Life of the author with that of Ishmael.

C. As we read and reported in the various chapters we listed the characters and developed characteristics about each as follows:

1. Ahab
2. Queequeg
3. Starbuck
4. Tashtego
5. Stubb
6. Daggo
7. Flask
8. Bildad
9. Elijah
10. Peleg
11. Peter Coffin
12. Fedillah
13. Pippin
14. Vojo
15. Bunger
16. Melville

D. Words were listed that would be used in describing the background of the atmosphere of the story as follows:

1. superstition
2. hatred
3. greed
4. religious
5. loneliness
6. solitude
7. dangerous
8. adventuresome

These above words were matched with characters of the story.

E. Picture words that were descriptive of character traits were listed and were matched with the proper characters.

1. jolly
2. jubilant
3. patriotic
4. trustworthy
5. timid
6. unselfish
7. blood thirsty
8. cautious
9. lazy

F. A "Who" game was played with the following questions which were formulated by the pupils.

1. Who was the ship's doctor?
2. Who was the man with the ivory leg?
3. Who was first mate?
4. Who was second mate?
5. What was the whale's name?
6. Who were the harpooners?
7. What was the head peddler's name?
8. Who was the deacon?
9. Whose coffin was made?
10. What was the title of the book?
11. Why do you think the title is a good name for the book?
12. Who chastised the man who mimicked him?
13. What is ambergris and why was it considered precious?
14. Why was Ahab always seeking revenge?

G. This match game was developed by the pupils as a means of self-testing their facts.

1. He jumped overboard and lost his mind.....................
2. Second mate to the Pequod.....................

3. Captain of the Pequod....................
4. Landlord of Spouter Inn....................
5. He predicted his own fate and the fate of Ahab.........
6. Ishmael's friend and harpooner....................
7. Queequeg's little god....................
8. Indian harpooner....................
9. Third mate of the Pequod....................
10. Surgeon of the English whaling ship....................

Use these words to fill in the above blanks:

a. Ahab
b. Queequeg
c. Starbuck
d. Tashtego
e. Stubb
f. Daggo
g. Flask
h. Elijah
i. Peleg
j. Peter Coffin
k. Fedillah
l. Melville
m. Vojo

H. Art

1. Various scenes were drawn.
2. A plaque was made with the quotation from the Bible—"And God created whales".
3. A map showing the various routes of the whaling ships were made, charting the stopping places and whaling centers visited by the Pequod.

I. Music

1. The Whale Song was learned and the recording was obtained and used as an appreciation activity.

2. The Fishing Fleet Song was also learned. This song is a lovely story of how the crowd gathers together and has an impressive service with the village priest blessing the fishing fleet before they start on their journey. It is very touching for the loved ones never know whether the fleet will return. With the many dangers they are forced to confront, life to the fisherman is very uncertain.

III. Evaluation—In addition to the foregoing activities the pupils have:

A. Gained an extended knowledge and a better understanding of the whaling industry.

B. Developed conceptual thinking

C. Acquired knowledge in recognizing important whaling centers

D. Developed the ability to compare the allegory with portions of the Bible

E. Realized that many stories come as the results of real happenings in the author's life

F. Experienced writing and dramatizing certain scenes of the story.

SOCIAL STUDIES—FOURTH GRADE

UNIT: LIFE ON THE ARABIAN DESERT

I. Concepts to be Developed

1. To appreciate the contributions the Arabian people have made to civilization; the uses they have made of their environment, and how this has influenced their mode of living.
2. To find the different ways by which the desert people a living.
3. To develop an attitude of love for, and friendliness toward, peoples of other countries.
4. To understand that the desert people must utilize every inch of land that is cultivatable in order to make a living.
5. To understand that their manner of living is determined by the climate conditions of the country.
6. To learn that they must utilize all of their animal products and in turn, must substitute them for the things they do not have.
7. To find how a more modern mode of transportation has supplemented the old caravan way of travel.
8. To learn the place that the Arabian occupies in the world of today.
9. To be able to appreciate good literature and stories based upon the life of the Arabian people.
10. To develop an understanding of why the Arabian people are different from us, and a realization of the fact that though they may seem different to us, we would seem just as different to them.

II. Approaches

1. As an approach to this study, many pictures were collected and discussed. The pictures in the text were used along with the film strip, "The Moslem World", which was shown and discussed. Through this study the pupils were able to gain a knowledge of the topography of the country, of its people, and how they live and work together.
2. Another approach was made through a resource person-one of the patrons, who has a son in the class, became interested in the study by the way of "Ted" and offered her services. She had formerly been an army nurse stationed in Iran and was able to offer first hand information on the country and its peoples. She also had a lovely collection of pictures that she shared with us.
3. Pictures and magazine articles were collected, displayed and read.
4. Letters were written to the Iranian Oil Company and a wealth of materials were sent.

III. Outline of Development

1. People
    - A. Appearance
        - (1) Look different from us
        - (2) Have dark skin
        - (3) Have dark hair
        - (4) Belong to the Caucasian race
    - B. Dress
        - (1) Men wear flowing robes
        - (2) Woman wear loose fitting garments with scarfs
        - (3) White is often chosen, as it repels heat
2. Homes
    - (1) City home differs from desert home
    - (2) Houses made of sun dried brick flat roofs
    - (3) Desert people live in tents
    - (4) Cellar is used as a means of storage and as a protection from the sun

3. Food
    (1) Consists mostly of animal products as meat, butter and cheese
    (2) Dates, lemons and peaches are grown
    (3) Grains such as rye and barley are eaten
    (4) Vegetables are grown and are an important part of the diet
4. Ways of Making a Living
    (1) Sheep raising
    (2) Farming
    (3) Rug making
5. The Country
    (1) The pupils have gained a geographical knowledge of the size, physical features and location of the country. A study was made from the following outline:
        (a) Travel
        (b) How climate has influenced the lives of the desert people
        (c) Modes of travel and dangers that desert people will encounter
6. Problems for Consideration
    (1) How the Arabian Desert is reached from New York
    (2) Comparative size to that of the United States
    (3) Why the camel is the chief beast of burden and why he is rightly called "The Ship of the Desert"
    (4) Comparison of the oasis home with that of the desert home
7. Topics for Talks or Discussion Groups

    (After the foregoing study was made the pupils were divided into groups. Each member chose one of the following topics for a class report and discussion.)

    (A) Location
    (B) Climate
    (C) Surface features
    (D) Plant life
    (E) Animal life
    (F) People

(G) Food, clothing and shelter
(H) Means of travel in the desert
(I) Occupations and customs
(J) Products

8. Activities

The pupils made:

(1) An Arabian mural including:
    (a) A desert tent
    (b) A market place
    (c) A mosque
    (d) Some palm trees

(2) Constructed animals of clay

(3) Wrote letters of thanks to Resource Speaker and for the lovely collection of pictures

(4) Collected and mounted pictures for bulletin board display

(5) Had map fun locating places studied

9. Words Learned (Vocabulary Building)

desert
Koran
Allah
kelek
Esmat
Kahn
Bedouin
palm
sardab
oasis
sand dune
minaret
burnoose
journey
caravan
steamer
Arabia
Iran
Sahara
koofa
bazaar
Nefta
nomad
Sheik
turban
Moslem
Islamic
irrigation
asphalt
Mosul

10. Evaluation

(1) A greater appreciation and respect for peoples of other countries was shown

(2) A better understanding of how peoples of other cultures live

(3) A geographical concept of how climate affects the lives and manner of living of different peoples

(4) A love for, and a better understanding of peoples of different cultures

(5) An improvement in the child in:

   (a) Ability to read and interpret facts
   (b) Ability to work and cooperate through group activity
   (c) Facility in the skills of organizing materials and writing stories
   (d) Initiative in obtaining materials and efficiency in using the different means of research
   (e) Creative ability in art and dramatization

11. Testing on Materials Studied

Fill in the blanks with words from the word list below.

1. The desert is .... and dry.
2. The most important animal of the desert is the ....
3. The people who live in the desert are called ....
4. The leader of the tribe is called the ....
5. The chief fruit grown by the oasis farmer is.................
6. A train of camels is called a ....
7. The men wear .... on their heads.
8. The desert people wear .... on their feet.
9. The camel likes to eat the .... plant.
10. The houses have .... roofs.
11. The houses are made of .... dried bricks.
12. The rooms open into a .... yard.
13. They sometimes go to the .... to keep cool.
14. Their plan of farming is called a .... plan.
15. They use the method of .... to water their crops.
16. Arabia is in the continent of ....
17. The Arabians belong to the .... race of people.
18. Their schools would seem .... from our schools.
19. The Arabian .... does not go to school.
20. The palm tree fibers are sometimes made into ....

sun
caravan
cactus
sandals
turban
Asia
irrigation

three story
cellar
bricks
flat
different
camel
Caucasian

nomads
sheik
court
dates
wells
ropes
shelter

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5. **The Moslem World** (Baptist Bookstore), Atlanta.

SOCIAL STUDIES—FIFTH GRADE

Since our Social Studies Program consists of a combination of history and geography, this offers an excellent opportunity to make use of both historical and geographical background to integrate such subject matters through the language arts program into interesting and meaningful topics.

We began with our text, **Exploring Our Country,** and our supplementary text, **Our Country's Story.** Both books provided a nucleus for our study. We have used many sources of materials, including encyclopedias, pictures, filmstrips, maps, globes and any other media that would help to broaden our horizons.

We felt that the two basic activities in such a historical study would be intensive and extensive reading along with reports in order to verify meanings and classify problems.

Various methods have been employed. We have used the group method of presenting materials and facts, panel discussion, talks and picture illustrations, along with depicting various dramatic scenes through the media of dramatization.

Many of the children have made maps tracing routes of exploration.

Through this approach we believe learning has become more purposeful and meaningful as well as challenging since we have learned where to find, how to find, and how to organize the data we have found.

The work has been divided into problem areas, since we believe that this method is not only challenging but brings about thought as well as creativity.

Problem Area I. **HOW WAS THE NEW WORLD DISCOVERED?**

A. Riches of the East most sought by early settlers.

B. How did each person who attempted to find the Eastern Route contribute to new geographical knowledge?

C. What was Columbus' purpose in wanting to come to America?

   1. Trace his journey from Spain until he landed.

   2. What one special word describes Columbus throughout his journey?

   3. Do you think he could have made the voyage had it not been for his daring?

D. Why did people leave their homes in Europe in order to settle in America?

Problem Area II. WHICH COUNTRIES WERE PARTICULARLY STRONG IN COLONIZATION?

A. Spain

1. What was her reason for wanting to plant colonies in America?

B. Great Britain

1. What contributions did she make?
2. What influence did she have on the new colonists?
3. Why did she continue to try to lay claim on the new colonists?

C. Germany

1. What chief part did she play in the settlement of the new world?

D. Holland

1. What was the chief contribution the Dutch people made to exploration?
2. How did Holland support colonization?
3. In what sections were the Dutch settlements made?

E. Give reports on the following explorers—pointing out the highlights of each.

1. Leif Ericson (Norse)
   How did he pave the way for Columbus?
2. Marco Polo (Italian)
   Although he did not contribute directly to the exploration of the new world, how did his book on his travels affect the other explorers?
3. Christopher Columbus (Italian explorer 1451-1506)
   Make a careful study of his life. What characteristics did he have that helped him to meet the difficulties without giving up? Can this same thing be helpful in our present way of life?
4. Vasco De Gama
   Give highlights of his life
5. Hernando DeSoto (Spanish 1500-1542)
   Explored all the Southeastern part of what is now the United States. Discovered the Mississippi in his travels.

6. Francisco Coronado (1510-1554)
   Discovered the Great Plains and Grand Canyon.
7. LaSalle
   Discovered the Mississippi (first person to sail all the way to its mouth)

Problem Area III. COLONIAL LIFE

A. What part did achievements, customs and traditions play in our national heritage?

B. Beginnings of the national development
   1. Early kinds of government
   2. Ideals
   3. Ways by which they conquered the wilderness

C. Different patterns in ways of living in different sections
   1. The New England Village
   2. Virginia plantation owners
   3. Understandings that contribute to a knowledge and appreciation of the American way of life

D. What determined the kinds of communities developed?
   1. Character of land
   2. Natural resources
   3. Industry

   Compare their way of making a living with our present ways of making a living. Which would you prefer? Why?

Problem Area IV. WHAT WAS THE ROLE OF LEADERSHIP IN THE NORTHERN, MIDDLE AND SOUTHERN COLONIES?

A. Give biographies of the following men.
   1. Captain John Smith
      Discuss his role in helping the colonies.
      What problems did he have to confront?
   2. John Rolfe
   3. Roger Williams
   4. Miles Standish

Problem Area V. **HOW DID COMMUNITY LIFE DEVELOP?**

A. Needs

1. Homes
2. Food
3. Clothing
4. Churches
5. Protection

B. Why did people leave their homes in Europe to make new settlements in America?

1. Wars
2. Oppressions
3. Religious persecution

C. What freedoms and adventures were offered in America that they did not have in the old world?

SCIENCE

OUR AQUARIUM STORY

Our class made a study of vertebrates. We found that there are five different classes: mammals, birds, reptiles, amphibians and fish.

We divided into groups with each group having a chairman. Each group chose one of the different classes as a topic for study.

The group choosing fish as a topic for discussion included: Jimmy Riddle, Sherry Staton, Debbie Gibbs, Ted Blackwell and Tommy Thompson.

Jimmy had an idea that it would be nice to get some fish for our room.

That very same day, Mr. Lyda, our principal brought an empty aquarium tank to our room and told us that we might have it and that he would like to see it stocked with fish.

We saved our popsicle money, along with our allowances for several days. When it was time for our report, we gave all the information that we had learned to the class and told them of our plans. All of the other members of the class wanted to join us in helping to raise money for the aquarium.

Our teacher, Miss Leslie agreed with us that our plan was an excellent idea and offered to help us, but after going into the plans we decided that it was going to cost a lot of money to equip it properly.

Our parents also became interested. They offered their help and gave us apples to sell. We sold them at our mid-morning recess instead of buying popsicles.

How glad we were when we received our first $5.00! With it we bought sand, plant life, two snails, five gold fish and two black mollies.

Everything went fine for a day or two, but one morning when Elaine went to feed the fish we found one had died. Of course we were very sorry and began to wonder what had happened.

On the next Monday morning, we found that both our black mollies had died.

We began to try to find out why our fish were dying. As we read more about them and gathered information from different people who know about fish, we learned that the aquarium was not properly equipped for taking care of fish satisfactorily.

We discovered that our fish had fungus. This is a disease that they get from the lack of sufficient light, overeating, or from impure water.

Miss Leslie went to the pet shop and bought an antifungicidal and brought it back to school. That afternoon after school, she soaked the fish in it, cleaned the aquarium and purified the water before putting the fish back in the aquarium.

The next day, at lunch, we asked her why she was not going to eat lunch. She laughed and replied: "I gave my money to the fishes". What she really meant was that she had used her lunch money to buy medicine for the fish.

Miss Plank, the first grade teacher, gave us some good points. She told us that we needed a reflector to give the fish more light an warmth.

We again set out to raise money. We made book markers and sold them. We had some combs left over from the combs that had been given to us which we sold. Kathy Hammet's mother gave her some oranges to sell. Kathy peddled them from door to door on her bike.

Becky's mother made cookies and Becky sold them. Linda Hill also made cookies and sold them. Jo Ann brought fudge and sold it.

We finally raised enough to buy the reflector and an electric motor and filterer. All of our debts are paid now.

This project has been fun as well as work. We think it was better for us to earn the money ourselves so that we can appreciate our aquarium more than if it had been given to us. We have also learned a lot about fish and had fun learning how to care for them.

Here are some of the facts we have learned that have been helpful to us in setting up an aquarium.

1. Fish must be fed regularly once a day. They must have enough food to eat, but not too much.
2. Snails are good scavengers. They should be placed in the aquarium to clean the aquarium.
3. The water must be sterile just as our own drinking water is kept sterile. A purifier should be added to tap water before putting it in the aquarium.
4. There should be at least one gallon of water for each fish. The aquarium should always be kept at least ¾ full of water.
5. Fish need plant life and air just as we do. A filterer will keep the water flowing and provide fresh air.
6. It is not a good idea to keep goldfish and tropical fish together. We found the mollies would bite the goldfish.
7. Keep the tank clean and free from anything that would be harmful to fish.
8. After cleaning the tank, wash and sterilize your hands for there might be germs on your hands that came from the tank.

Here is our bill for the things we purchased:

1. Reflector and bulb	$5.95
2. Electric motor and filterer, tubing, charcoal and glasswool	6.85
3. Fish, snails, sand and plant life	5.00
4. Pagoda, bridge and frog	1.90
5. 2 snails	.70
6. Water chlorinator	.35
7. Antifungicidal	.35
8. 2 boxes of fish food	.65
Total	$21.75

MUSIC

OUR AMERICAN MUSIC

A Radio Skit Written and Presented Over WHKP

By the Fourth and Fifth Grade Combination Class

Prologue—Anita Marshall

We are the fourth and fifth grade pupils from the special class of Dana School. We have been studying the "Story of Our Country" in our social studies program. Through learning of the historical background of our country we have also become interested in the music of our country and how it originated.

Should one trace the origin of music, one might say that music started long before man had any means of keeping records. It was so important to the ancient man that he believed the gods sent it to him.

The oldest civilized peoples, such as the Greeks, Egyptians and Hindu all believed that music had come from Heaven. Even the word music was taken from the name of the daughters of Zeus, the muses, who governed all the beauty and harmony of the world.

Rachel: Music is like a language. The composer gives a message to the world. He expresses joy, sorrow, fun and beauty and many other feelings of emotions and moods with his song.

People have always liked to sing and dance. Prehistoric man shouted for joy and howled with rage. From the Old Testament, we learn of the music of the Hebrew which was essentially religious. The Psalms of David, the shepherd boy who became a king, were probably composed while attending his flocks of sheep.

I see Miss America coming now. She is coming to the microphone to take charge of this program.

Miss America: Good morning, Radio Audience, I am Miss America and I represent the music of the American people. I am proud of the American music. Compared to Oriental or European music, our music is quite young.

Elaine: We shall begin with the music that dates back to the early exploration of our country and present to you in song and story some of the most outstanding periods of our history.

Marilyn: Why can't we begin with Columbus since he was really one of our first great explorers?

Children in unison: Yes, yes, let's do. (Children sing "Columbus")

Miss America: Columbus is now a man. His dreams have come true. After many, many difficulties he has been able to secure the aid of the King and Queen to support his voyage, after securing three ocean liners. He has started on that notable voyage—west.

(Children sing—"Three Little Ships")

Jackie: When Columbus landed he met tall red-skinned natives. Thinking he had reached India, he called them Indians.

(Children sing—"Tall Indians Tall")

Jackie: Here come some little Indian children. Prehaps they will sing the "Indian Hunter Song" for us.

(Children sing—"Indian Hunter")

Miss America: Next in our musical history is the Colonial Period. Perhaps this little Pilgrim girl will tell us about her singing.

Sherry: The Pilgrims and Puritans sang very few songs, other than those that are connected with our church services. Besides, we are too busy planting the corn and tilling the soil. However, at church we read Psalms from the Bible and sing them. One of the songs that we especially like to sing is the "One Hundredth Psalm"—sometimes called "Old Hundred". If your choir of girls and boys will join me I think we can sing it together.

Pilgrim Boy: In 1640 the Bay Psalm Book was printed, but had no music. The worshippers sang from memory and no two congregations sang alike. It was sometime after the Mayflower landed that the first organ was brought to America. We sang without accompaniment.

Shall we sing together "Come Ye Thankful People"?

Miss America: We have a Colonial girl in the audience—will you please come to the microphone and continue your story where the Pilgrim girl left off?

Colonial Girl: Time has passed, dark days have come, and a young country is forced to fight for its freedom. Hardships and sorrows are everywhere but despite these dark hours we must carry on. We must also be cheerful and happy. Besides, singing helps us to forget our sorrows and to allay our fears.

Colonial Boy: Oh, how I did like to see those Irish people dance and to hear them sing.

(Children sing—"Yankee Doodle".)

Good Will: As I gaze upon this fair land of ours, I see a land of many beauties and I am reminded of the song "America the Beautiful". Will the choir please join me in the singing of "America the Beautiful"?

(Children sing verses 1, 2, 3)

Miss America: As I look at this radio audience, I see a pioneer band of boys and girls, I wonder what song they will sing for us?

Children: We are going to sing "Oh Susannah".

Miss America: There comes my friend, Stephen Foster. He is coming to the mike now.

Mike Stepp: Yes, I could not miss the opportunity of singing with these children. They have enjoyed the songs of the southland so much that I just couldn't miss the opportunity of singing along with them. Say, kiddies, what will it be?

Children: "Camp Town Races"

Stephen Foster: Good: Will all of you join me in singing "Camp Town Races"?

Stephen Foster: This brings me back to the time when I was inspired to write " My Old Kentucky Home".

Jo Ann: How many songs did you write, Mr. Foster?

Stephen Foster: I don't like to boast, but something over one hundred fifty.

Jo Ann: Didn't you write "Old Black Joe"?

Stephen Foster: Yes, yes, that was one of my favorites!

Children: Please, let's sing it.

Stephen Foster: All right, kiddies, if you'll hurry. I see my friend, Uncle Sam, coming to the mike now.

(Children sing—"Old Black Joe" with feeling)

Uncle Sam: Now we come to the War of 1812—a time when our national anthem, "The Star Spangled Banner" was written. I know that you children remember our famous author, Frances Scott Key. He was aboard a British warship when he was inspired to write this great song, but I think I'll let him tell his own story.

Frances Scott Key: I am Frances Scott Key. I was told that I would have to remain on this ship over night because the British were going to attack Fort McHenry. As I listened to the booming of the cannons and watched the bright glare of the bombs as they burst over the fort, I could still see the American flag. As I stood there and saw this glorious sight I was inspired to write this song. I am so happy that this song has become immortal in the minds of the people.

Uncle Sam: I think Mr. Key is quite modest about writing this great song. It is our own great national anthem and I want personally to lead this great song. Will the audience please join us in the singing of our National Anthem—"The Star Spangled Banner"?

Miss America: You have heard of our many famous authors and their contributions to our musical history, but our program would not be complete without our singing Irving Berlin's great master piece, "God Bless America". May we end our program by singing this song?

EVALUATION

1. A better understanding of the different historical events that brought about our music.
2. Developed skills in the different methods of research and putting together of the facts to organize such a program.
3. A better understanding of and appreciation for the peoples of other countries through knowing something of their musical backgrounds.
4. A better command of the language arts through writing script, oral expression, enunciation, spelling and dramatization.
5. The ability to perform before a group with poise.
6. An understanding that there is always some event that inspires a composer to write a song.
7. A desire to appreciate good music and to further our study of the composers as we sing more songs.

SONGS INCLUDED IN THE PROGRAM

1. Columbus—**Jack and Jill**, P. 14
2. Three Little Ships — Teacher's Handbook, **Music in Our Country**, P. 100
3. Tall Indians Tall
4. Indian Hunter Song
5. Old Hundred—Teacher's Book, **Music in Our Country**, P. 25
6. Come Ye Thankful—**Songs for Juniors**, P. 165
7. Yankee Doodle—**Music in Our Country**, P. 105
8. America the Beautiful—**Music in Our Country**, P. 1
9. Oh Susannah—Stephen Foster, P. 97
10. Camp Town Races—Stephen Foster, P. 121
11. Old Black Joe—Stephen Foster, P. 143
12. Star Spangled Banner—Teacher's Book, P. 106
13. God Bless America—(Sheet music) by Irving Berlin

TECHNIQUES AND PROCEDURES

Morning Talks

The morning talk is actually an oral report. The student has the privilege of choosing the topic on which he will make his talk. The teacher, of course, approves the chosen topic before the child begins his research.

From the viewpoint of the teacher, two objectives are noted. First, there is an attempt to go deeper in a particular topic than is ordinarily possible in the curriculum. Second, breadth is an important objective. Although the pupil may be interested in science, he is not permitted to do all of his morning talks in this area. The plan is for each child to do five talks in the course of his school year.

Normally a definite time limit, such as five minutes, is set by the teacher. After a student has presented his talk the other children evaluate, using the following check list of items: (1) Poise, (2) Worthwhile facts, (3) Visual aids, (4) Distinct speech, (5) Correct English, (6) Special preparation, (7) Length, (8) Interesting topics, (9) Outline and notes, plus ten points bonus.

In some instances this evaluation may be in terms of points, that is, ten points for each of these qualities.

In conclusion it should be said that this is a very effective technique which could be employed on gifted children who are enrolled in a regular class.

Although I had been trying for several years to implement an enrichment program that would challenge the academically talented and superior child to maximum performance, I feel that after making the curriculum study at Western Carolina College during the past summer and working with the enrichment class at Dana School during this school year, with the use of the many enrichment devices and with the help of the many experts in this field, we have been able to carry out a more intensive and extensive program than heretofore.

Special interests

Another factor has been the increased speed with which we have been able to move. The pupils are resourceful in planning, collecting and assembling their materials and are able to carry out many activities and broaden their interests on their own initiative. Many of the pupils have chosen a hobby and are developing it. They have been encouraged to develop these interests and have brought them to school where they have served as a basis for a morning talk or for a scientific discovery. These interests have stimulated the class to dig deeper and discover more information about their projects.

They have shown a special interest in collecting shells, rocks, minerals, stamps, coins, etc. They have made and labeled a collection of rare and beautiful specimens. One girl is making a collection of mosaics. This interest was aroused by a mosaic that was presented to her as a gift.

Bulletin boards

The pupils are particularly resourceful in their activities. They have served to make displays for our bulletin boards. We have attempted to make our displays for bulletin boards functional other than for merely a decorative display. The activities have centered around the subject matter areas and have stimulated artistic ability and originality. Their work has been free handed and creative other than using commercial patterns.

The following are among the bulletin board activities that have been arranged by the pupils.

1. Time and it's Origin
2. Volcanic Action
3. The Great Wonders of Land and Water
4. Man's Adventures in Space
5. The Weather
6. The Water Cycle
7. Atmosphere in Action
8. The Nitrogen Cycle
9. Great Men who Helped Make America Great
10. Signs of Spring
11. Animal and Plant Adaptation
12. Vertebrates
13. Guide Posts for Good Reading
14. Music From the Masters
15. Leonardo Di Vinci
16. The Savannah
17. The Revolutionary War
18. Causes and Activities of the Civil War
19. News Around the World
20. Man, Animal and Machine Power

(Bulletin boards can become on integral part of classroom procedures and serve to stimulate interest and clarify problems when they are made functional and meaningful to the child).

Collections

This is an excellent opportunity to develop initiative in both collecting and identifying. We have collected from the following areas.

1. Living things
2. Shells
3. Rocks and Minerals
4. Cocoons and nests
5. Molecules
6. Mold Cultures
7. Seeds of different plants

Construction

Many of the devices needed in science and arithmetic may be constructed by the children from salvaged or inexpensive materials. They serve the purpose just as well as commercially bought objects and the pupils have a feeling of pride and accomplishment when they have come up with something new. In addition, it serves to develop creativity.

Here is a partial list of scientific devices that have been constructed and used by the class.

1. Wind indicators
2. Sound boards
3. Walky Talky
4. Satellites
5. Planetarium-Solar system
6. Globes
7. Anemometers
8. Rain gauge
9. Abacus
10. Arithmetic games including:
    a. Times tables
    b. Fractional discs
    c. Everybody show
    d. Clocks made from a cereal carton
    e. Place value posters
    f. The hundred spool board
11. Map puzzles
12. Butterfly observation
13. Bird feeders
14. Wind indicators

Extra Curricula Activities

1. Took part in Halloween Carnival Window Painting Contest in the City of Hendersonville, Won second prize.
2. Wrote script and gave radio program over W. H. K. P. (Hendersonville) on Music from the time of Exploration to Music of the Deep South.
3. Gave a program for P. T. A.
4. Won the P. T. A. award which is a picture presented to the room for the most parents present for six consecutive times.

5. Served as hostesses for the Gifted Child Class, Extension Class from Western Carolina College sponsored by Minor Wilson, Henderson County Guidance Counselor. We put on a demonstration program for 35 teachers and guests to inform them about our activities.
6. Linda Hill entered the Dana School Talent Show and won first place from 42 entries. She competed with four other schools in the district, winning first place in the elementary division and was runner up in the whole division. She will compete with the county and city at large in the 4th of July Jamboree held in the city auditorium.
7. Two of the class members, Teresa Stepp and Sherry Staton were selected to become members of the Gifted Child Class at Western Carolina College for the summer session.
8. Many of the boys and girls belong to the 4 H-Club and are doing projects.
9. Mike Stepp and Jackie Fleming belong to the Dana Little League Baseball Team.
10. Jimmie Riddle, Frankie Fitzsimmons and Jackie Fleming belong to the Jr. Deputy Organization.
11. Teresa Stepp, Jimmie Riddle and Joan Warren are Piano students.

Resource persons

The following persons have served as Resource Use speakers and have furnished excellent information on the specific topics studied.

1. Mr. and Mrs. Herbert Callister, returned Missionaries from Nigeria presented an excellent illustrated talk about the spiritual need as well as the economic situation in Nigeria.
2. The Rev. Mack Goss, Pastor of the First Baptist Church in Hendersonville attended the world Alliance in South America. He brought his visual aids and gave an excellent illustrated study of the people and the topography of the country.
3. Mrs. Ted Blackwell, an interested class mother, has made extensive travels in Europe, Asia and Japan. Having lived in these areas as an army nurse, she was able to furnish a wealth of information as well as to demonstrate her collections of rare and beautiful curios along with her slides.

Parental Attitude

The parental attitude for the most part has been most favorable. At first the parents could not understand why these pupils had so much more homework than the other grades but since they have understood the plan they have been very cooperative. They have kept abreast with the class activities and have contributed to the discussion by sending magazines, pictures and other things that would add to the discussion. They have been frequent visitors in the class room and are familiar with the class activities. Many of them have written encouraging letters endorsing this type of program.

Visitors

During the year we have had 194 visitors sign our register. There have been several who have failed to register. Among the groups who have visited are:

1. Henderson County 4th and 5th Grade Teachers.
2. The Polk County 4th and 5th Grade Teachers including their supervisor Mrs. Dorothy Brown.
3. Representative Teachers from Valley Hill School.
4. The Gifted Child Extension Class of Teachers taught by Mr. Minor Wilson, Guidance Director of Henderson County.
5. Dr. C. D. Killian, Chairman of Gifted Child Commission and Dr. H. H. Bixler Research Director.
6. Douglas C. Carter, Field Director, Winston-Salem Schools. James H. Klue, Assistant Principal of Wylie School in Winston-Salem.
7. Wesley E. Lowe, Elementary Principal of Cocoa Florida City Schools.
8. M. M. Foster, Henderson County Superintendent.
9. Frank Fitzsimmons and Mrs. Jo Bell, Board Members of Henderson County Schools.

EVALUATION

In terms of habits, attitudes and knowledges, we feel that this has been a year well spent. Although it has meant much harder and more intensive and extensive study on both the part of the pupils and the teacher there has been a sense of fulfillment through being able to see the performance of pupils geared to their own level and the challenge that the program has to offer. Since every pupil has had to compete with like, it has stimulated maximum performance, whereas, many of the pupils have formerly been at the top of the class in rooms where all levels were grouped together. They could excell with a minimum of performance.

I would like to quote a paragraph Sherry Staton has written on what this class means to her.

"In our class, we find we have a challenge in each other.

"We study science and literature. We are fortunate in having globes maps, atlas, dictionaries, maps and the many other visual aids that help to make our studies more meaningful.

"In literature such books as **David Copperfield, Moby Dick, The Christmas Carol** and **Oliver Twist** are read and enjoyed by all of us. We have written stories, dramatizations, and character sketches, and have learned to judge good and bad character traits.

"We are covering a wider range of studies and are having the opportunity to make more advanced studies than we did last year.

"Our teacher has awakened in us an interest in the study of nature. We are also using our hands as well as our minds to make new and interesting things.

"I have become so interested in my work that I've forgotten to be timid as I was last year.

"Each of us is eager to make new and different discoveries. We are learning many new things each day.

"Each day we give a morning talk which helps us to learn to express ourselves and to be able to talk before the public with poise. We choose our own topic and develop them in outline before giving them before the class. We prepare our visual aids to go with our talk."

CHAPTER 5

SEVENTH GRADE, FLAT ROCK JUNIOR HIGH SCHOOL

HENDERSON COUNTY

By Mamie Wells, Teacher

PURPOSES AND SCOPE

Our general purposes have been to provide for the children a program of enrichment adapted to their years, to their background, and to their capacity for learning.

Through the program we have sought to develop hidden talents which nature has sown, but which, without use, will lie dormant.

Identification

In May, 1960 an intensive study was made of the group of approximately 215 pupils coming to the Flat Rock Junior High School from the three elementary schools in the Flat Rock district. This study was carried out under the direction of Mrs. Sue Davis, Supervisor, Henderson County Schools.

For this seventh grade class 31 pupils were selected. The range of I.Q.'s on the Otis Quick Scoring Test of Mental Ability was 112 to 135 with a median of 119. On the Stanford Achievement Test the range of achievement scores was 7.8 to 10.7. As judged by their teachers, Social Advancement was rated good to excellent. On their sixth grade work, marks averaged A or B. After the children were identified by this procedure, which involved a variety of measures, the parents were informed and the children invited to enter the plan. No child was admitted without the parents' consent.

CURRICULUM AND CLASSROOM PROCEDURE

We have followed the required work included in the regular seventh grade program and we have enriched each area as follows:

Reading

At the beginning of the school year 1960-1961 we began two projects and have continued these. One was using the monthly student issues of the **Reader's Digest** and the other was giving **Morning Talks.**

Through the **Reader's Digest** we have developed many types of reading skills, and its wide scope of interesting topics has given a good background of world affairs.

The morning talks have been the "high-light" of our year. Each pupil gave five. The requirements have been one talk in any one field, given from notes, and 5 to 8 minutes in length. The pupils set up a grading system. They graded each talk after a question period.

We have encouraged each child to read and make a report on a book from each area of the Dewey Decimal System.

The class has enjoyed choral reading. We have given three programs which included choral reading.

Our large area of work at the beginning of the year was **How to Study.**

Our materials were as follows:

Social Studies Skills by Long and Halter

The Children's Book on How to Use Books and Libraries by Moth and Baisden

Extracts from the Naval Bulletin **"Studying for Your Navy Wings"**

This study included:

1. How to outline
2. How to take notes
3. How to make a bibliography
4. How to use reference books such as:
    - Atlas
    - Encyclopedia
    - Dictionaries (all its functions)
    - World Almanac
5. How to do committee work
6. How to make a report
7. How to use the library
8. How to read maps and graphs

This is an area of learning which has been carried on all year.

Grammar

Enrichment:

Pupils can diagram essential elements, phrases, verbals, expletives and sentences according to form.

They can conjugate verbs in the active voice, in the present, past and future tenses; present, past and future perfect tenses; present, past and future progressive tenses; and present, past and future emphatic forms.

Creative Writing

This has been an interesting area as well as enjoyable.

We began the first week with words woven into stories. Then we added phrases. Then experiences were added. Step by step it has led into research papers.

These are included in this report.

Literature

The following books or poems have been enjoyed this year.

	Eight Short Stories
Bunyan	**Pilgrim's Progress**
Johnson	**To Have and To Hold**
Eliot	**Silas Marner**
Longfellow	**Hiawatha**
Melville	**Moby Dick**
Bronte	**Wuthering Heights**
Longfellow	**Evangeline**

We have studied the short story, allegory, novel and types of poems as different forms of literature.

Each of the above has been presented to the class, chapter by chapter, by different pupils.

Johnson's **To Have and To Hold** was read out of class by all the class and class discussion held.

Silas Marner was read to the class.

Moby Dick was assigned to the class, chapters at a time. Each was followed by discussion.

Wuthering Heights was read entirely in class.

Each author and type of writing has been studied, book reviews written, pen picture written. Murals of each have been done by committees.

All the books except **Pilgrim's Progress** are found on the State supplementary list.

Each child is compiling a book of favorite poems. One has been chosen each month.

We also undertook the study of Longfellow's **Evangeline.**

Spelling

Our year's work has been centered around the theme "Words and What They Do To You". We have used **70 Steps to Vocabulary Power**[1] developed by Keith D. Holmes.

We have studied root words, suffixes, prefixes, antonyms, homonyms, synonyms and derivation of words.

Social Studies

Our units have included those in **The Challenge,** but our underlying theme has been "Appreciating Our Country by Becoming a Good Citizen."

Throughout the year three areas have been stressed. These are:

1. Background of our freedom
2. Our government and its functioning
3. The cost of freedom

A complete map study has been carried out. Students have made many charts and large free-hand maps in connection with our study.

Much of our work has been done in committees.

We have carried out debates on subjects such as:

Resolved: That the U. S. Supreme Court Justices Should Not Be Appointed For Life.

Resolved: That Benedict Arnold was as great a patriot as Nathan Hale.

Science

Aside from the required course of study we have completed eleven projects. They are:

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[1] Holmes, Keith, 70 Steps to Vocabulary Power. Greenville, North Carolina: East Carolina College.

1. Leaves
2. Wild Flowers
3. Minerals
4. Insects
5. Four Basic Machines
6. Parts of a Flower
7. Our Universe
8. Weather
9. Communication
10. Electricity
11. Shells

Most of these were done by committee work. They are included in this report and are written up by the students.

We have kept a science note book. Included in it are experiments done by the class and by individuals.

We have a science kit in our room and have access to a well-equipped laboratory.

Health

The enrichment program in this area has been centered around the theme "You Are A Wonder."

This study has been approached from the psychological and physical standpoint.

Stress has been placed on the three basic social needs which influence behavior, the alikeness of all teenagers to stimuli and living together.

We have made a study of the systems of our bodies and the functions of each unit will be written in detail.

In combining health and science we have begun to study in **Manners.** This will include the following:

1. Basic social manners
2. Balanced diet
3. Table arrangement

Our materials include a set of health charts, a visible man and several sets of good reference books listed elsewhere.

Arithmetic

The students have completed the work in our basal text and have done additional work as follows:

Learned to do simple equations in algebra
Learned the meaning of sign numbers
Learned to do simple square root
Have shown an interest in reading a slide rule and have been shown the simple rudiments.

We have kept a graph booklet and worked out several graphs.

We used the circle and bar graphs in working out "Causes of Absences in our Room".

Field Trips

Our field trips included visits to:

Linville Caverns
Blue Ridge Parkway and Mount Mitchell
Biltmore House

Our inspection tours included:

Greenville Air Base
Federal Weather Station in Asheville
WLOS TV Station
General Electric Plant and Cranston Print Works

Spanish

We have begun with some Spanish lessons. Late in the school year we found that we had access to a set of Spanish records. We were able to introduce our students to Spanish and we hope to continue this next year. The students reacted very favorably to this phase of enrichment.

MORNING TALKS

This area of learning has covered a wide range of subject matter. No subjects were ever suggested by the teacher unless an individual asked for help.

The pupils at different times of the year have made changes in the criteria for judging a talk. At the close of the year we are grading on the following points:

1. Poise
2. Correct English and clear speech.
3. Carefully prepared and in order.
4. Interesting and worthwhile subject.
5. Correct length (5 to 8 min.)
6. Clear and attractive visual aids.
7. Complete knowledge of the subject.
8. Notes as reference
9. Outline in evidence (on blackboard).

Each point counts ten. The tenth is left for the teacher to make adjustments on the pupils' grade.

The topics chosen for morning talks, and the approximate amount of time spent on each, are as follows:

	Time Spent	
	Hours	**Minutes**
1. The Braille System	6	
2. Ring-Necked Pheasant	11	
3. Foreign Dolls	14	
4. Vesuvius, Pompeii and Rome	16	32
5. Shells	12	15
6. Volcanoes	9	30
7. Manners	6	45
8. Paintings of Christ	10	31
9. Insects	7	45
10. Juvenile Delinquency	11	10
11. Seven Wonders of the Ancient World	12	
12. How Fruit Came to America	13	50
13. Wood in Everyday Life	14	32
14. Railroads	15	
15. Archery	7	30
16. Magic	7	15
17. The Moon	11	30
18. Chess	7	15
19. Great Paintings of the World	9	
20. Aquarium Life	10	30
21. Important Documents	7	15
22. Archaeology		
23. Great Lakes	13	30
24. U. S. Postoffice	11	35
25. Safety at Home and School	14	35
26. Crafts	11	40
27. Longitude and Latitude	13	15
28. Largest Waterfalls in the World	11	19
29. Secret Service	9	35
30. Kentucky Derby	6	25
31. Hawaii	14	30
32. The Bible		

33. Skunks		
34. Baseball	6	44
35. Bells	6	35
36. The Black Death		
37. Interesting Places in Washington, D. C.	11	17
38. Good Appearance and Health	10	23
39. Hibernation		
40. Declaration of Independence	6	
41. Hawks	6	5
42. The World of Music		
43. Interior Decoration	12	33
44. National Parks of South West	6	30
45. Seasons	10	15
46. Stamps		
47. Berkeley Mills		
48. Seven Wonders of the Modern World	10	35
49. The White House	5	
50. Bryce Canyon	8	55
51. Two Great American Heroes	8	15
52. Diamonds	10	5
53. Important Places In North Carolina		
54. Girl Scouts of America	11	45
55. History of the Piano	14	28
56. Florida	8	10
57. Marbles	5	10
58. Transportation	14	33
59. South American Animals	7	35
60. National Parks of California	11	15
61. The Salt of the Earth	14	
62. Hoover Dam	6	
63. Everglades National Park		
64. The Flag	6	30
65. Hibernation	9	43
66. Gas Lanterns	7	35
67. Taxidermy	10	45
68. Mississippi River	9	45
69. Bombers		
70. Camels	6	45

71. Bacteria	7	33
72. Whys of Telling Time		
73. Airplane		
74. Deer	6	22
75. Fire Arms	6	50
76. The Tax	6	52
77. The Royal Canadian M. P.	4	
78. Snakes	5	
79. Coal	6	35
80. Atoms	11	30
81. Grand Canyon	6	45
82. Abraham Lincoln	7	50
83. Land Uses	8	20
84. Kangaroos	7	
85. The Biltmore Estates	7	45
86. The Sahara Desert		
87. Bees	6	50
88. Belks of N. C.	9	15
89. Mars, Saturn, Uranus & Pluto	10	15
90. Elephants	6	
91. Birds	6	54
92. Dolls	3	
93. The Human Eye	5	15
94. Cardinal	4	55
95. Saturn	6	15
96. American Indian	9	15
97. Coins	5	30
98. Pioneer Life	6	30
99. The Planets		
100. Sequoia Trees	5	10
101. Architecture of the Ancient World	4	20
102. Sugar		
103. Grafting		
104. The Moon		
105. Nursing		
106. Infant Care for Baby Sitting		

REFERENCES USED IN PREPARING MORNING TALKS

Britannica Junior
National Geographic
How to Care for Your Lantern
Dictionary
The World of Music
Working Together for Health
World Almanac 1960
Canals
American Democracy
Boy Scouts Handbook
American Encyclopedia
All About Space Ships & Satellites
World In the Sky
Planets, Stars & Space
The Whitehouse
Stories of Great American Heroes
New Geography of North Carolina
Famous Paintings
Girl Scout Handbook
Story of Our Country
Book of Birds
Frontiers of Freedom
First Book of Archaelogy
Radio
America, Land of Freedom
Rocks & Minerals
Echoes of the Southland
American Educator
Harwyn Pictured Encyclopedia
American Wonderland
Guide to National Gallery of Art
Stamp Guide
The Great Houdini
First Book of Chess
Health Department Material
The American Girl
Weekly Reader
Girl Scout Leader Magazine
U. S. Secret Service
Midwest Heritage
Our Country's National Parks
American's Wonderland
Golden Book Encyclopedia
Compton's Encyclopedia
Book of Washington
Geography Book
Man's Greatest Gift
You're Growing Up
Universal Standard Encyclopedia
Our New Nation
World Book
Funk & Wagnalls Encyclopedia
All About Stars
When the Stars Come Out
A Child's Book of Stars
How & Why
Book on Bees
North Carolina
A North Carolina Guide
Painters & Paintings
The Planets
Manners Made Easy
Book of Coins
Our New Nation
Book on Canada
U. S. Mail
Safety Challenges You
Pictured Knowledge
Fun With the Globe
Creative Crafts of Everyone
Our Planets, Sun & Stars
Story of the Declaration of Independence
You & The Atom
Magic Made Easy
Marache's Manual of Chess
Folders of Washington
House Beautiful
Booklet "Jimmy Chew"
Reader's Digest
Standard Music Theory
Book of Marvels
Map of Outer Space
Collier's Encyclopedia

REFERENCE BOOKS

READING

Author	Title	Publisher
Butcher	**The Odyssey of Homer**	Modern Library, N.Y.
Noble & Noble	**The Reading Chorus**	Noble & Noble

LITERATURE

Bunyan	**Pilgrims' Progress**	Southern Baptist Conv.
Bradley	**Echoes of the Southland**	Steck, Austin, Tex.
Arbuthnot (compiled by)	**Time for Poetry**	Scott, Foresman

LANGUAGE

Roget's	**College Thesarus**	A Signet Book
Warriner, Treanov & Nass	**English Grammar and Composition**	Harcourt, Brace
Ravenel	**English Reference Book**	Eng. Ref. Book, Alexandria, Va.

SOCIAL STUDIES

Carpenter	**Caribbean Lands**	American Book Co.
Ebling, King, Harlow	**Our United States**	Laidlaw
Barker, Cavanah, Webb	**Our New Nation**	Row, Peterson
Schimer	**Builders for Progress**	Beckley, Cardy
Schimer	**Latin American Leaders**	Beckley, Cardy
Schimer	**Leaders of the Frontier**	Beckley, Cardy
Schimer	**Our New Land**	Beckley, Cardy
Baker & Others	**The Story of Our Country**	Row, Peterson

Author	Title	Publisher
Casner & Gabriel	**The Story of American Democracy**	Harcourt-Brace
	The Gold Book (Picture Atlas of the World) Books 1-6	
	HEALTH	
	The Human Body (Set of Health Charts)	F. A. Owens Co.
Andress & Others	**The Body and Its Work**	Ginn & Co.
Shaw, Sprague & Palmer	**Let's See**	F. A. Owens Co.
Andress & Goldberger	**Helping the Body in Its Work**	Ginn
Raveilli, Anthony	**Wonders of the Human Body**	Viking
Menninger	**How You Grow Up**	Sterling
Hobson	**A. B. C. Series**	American Book Co.
Hobson	**About Your Health**	American Book Co.
Hobson	**Building Better Health**	American Book Co.
Jones, Morgan & Landis	**For Healthful Living**	Laidlaw
	SCIENCE	
Nelson	**Experiments With a Microscope**	Crowell, N. Y.
Binder	**Planets**	Golden Press, N. Y.
Podendorf	**Insects**	Children's Press
Gaul	**Picture Book of Insects**	Lathrop, N. Y.
Meyer	**Machines**	World, N. Y.
deCamp	**Engines**	Golden
Parker	**Gravity**	Row, Peterson
Zinn, Cooper	**Minerals**	Harcourt, Brace
Sloan	**Weather**	Premier
Fenton & Fenton	**The Rock Book**	Doubleday
Hyler	**Rocks and Minerals**	Wonder Book
Bischof	**Sun, Earth and Man**	Harcourt, Brace
Lynde	**Science Experiments with Home Equipment**	D Van Nostrand

Author	Title	Publisher
Barr	Research Ideas for Young Scientists	McGraw Hill Book Co.
Kennedy	Making Electricity Work	Thomas Y. Crowell, Co.
Lee	Rocks and Gems	Trend Book
Shuttlesworth & Swan	Rocks	Garden City Books
Greene, Blomquist	Flowers of the South	University of N. C. Press
Graig, Hyde	New Ideas in Science	Ginn and Co.
Frasier, MacCracker, Decker, Naughton	How and Why Conclusions	L. W. Singer Co.
Frasier, MacCracker, Decker	Our Scientific World	L. W. Singer Co.
Frasier, MacCracker, Decker, Naughton	How and Why Explorations	L. W. Singer Co.

ART

Turner	Creative Crafts for Everyone	Viking

MUSIC

Set of Pictures of the Orchestra

MAPS

Publisher: Denoyer-Geppert Co.

Resources and Conservation
World Explorations
South America Relief—Like
World Physical—Political
North America Relief—Like
United States Physical—Political

FILMS

Title	Source
Hurricanes	Weather Bureau, Asheville
Wind and Weather	Weather Bureau, Asheville
New Jersey	Esso Standard Oil Company
Arkansas	Esso Standard Oil Company
Pennsylvania	Esso Standard Oil Company
Sea Oddities, No. 1	Esso Standard Oil Company
Sea Oddities, No. 2	Esso Standard Oil Company
Natural Resources (Oil)	Esso Standard Oil Company
World War I	Encyclopedia Britannica Films, Inc.
Background of the Civil War	Film Associates of California
Spanish Conquest of the new World	Coronet
Age of Discovery	E B F
The Night Before Christmas	Coronet
Silent Night	Encyclopedia Britannica Films, Inc.
String Choir	Coronet
Social Courtesy	E B F
Care of the Hair & Nails	Coronet
Care of the Skin	E B F
Your Table Manners	E B F
Good Grooming for Girls	Young America
The Human Body: Circulatory System	Coronet
Digestion of Foods	Coronet
Nervous System	E B F
The Skelton	E B F
The Pilgrims	E B F
Declaration of Independence	E B F
How to Study	E B F
Washington Irving	Coronet

EVALUATION

One year is all too short a time to make a comprehensive evaluation of the work of students in such a special class. This problem may well be approached from several angles. First, what do the objective data show? The children were tested in May, 1960 and again in May, 1961 with the complete Stanford Achievement Test. In Table III we present the medians as well as the gains.

TABLE III

COMPARISON OF STANFORD ACHIEVEMENT TEST SCORES

Test	May 1960	May 1961	Gain
Paragraph Meaning	9.8	10.6	1.8
Word Meaning	8.6	10.6	2.0
Spelling	9.4	10.1	0.7
Language	10.9	11.3	0.4
Reading	8.4	11.1	2.7
Arithmetic Comprehension	8.5	10.5	2.0
Social Studies	9.5	10.6	1.1
Science	9.5	11.0	1.5
Study Skills	10.0	10.6	0.6
Battery Median	9.3	11.0	1.7
Norms	6.9	7.9	

It will be noted that the gains made ranged from four months in Language to 2.7 years in Arithmetic. Note in comparing gains by subjects that, in some instances, the class median was unusually high in May, 1960. This was true in Language. It was not possible to score much higher in May, 1961. Arithmetic was the test in which the lowest score was made in May, 1960. Hence, this naturally offered greater opportunity for a gain.

In some respects, therefore, the battery median is the most significant figure. A gain of 1.7 years indicates that this class as a whole made tremendous progress.

THE SPITZER STUDY SKILLS TEST

The Spitzer Study Skills Test is designed for grades nine through twelve. No norms are available for seventh graders. Therefore, the pupils' scores were translated to percentiles based on the 9.9 table of norms in the manual. In other words, we will compare the achievement of seventh grade pupils with the achievement of the ninth grade pupils. Table IV shows the distribution of percentile scores.

TABLE IV

DISTRIBUTION OF PERCENTILE SCORES

	Total
90 - 9	5
80 - 9	7
70 - 9	7
60 - 9	3
50 - 9	2
40 - 9	3
30 - 9	1
20 - 9	1

TEACHER'S OPINIONS

Another way to look at evaluation is to ask the teacher for a judgment or opinion. The Commission Staff set up certain questions. These questions and my answers are as follows:

Q. 1.	What changes in your thinking did you have to make in order to adjust to meeting the needs of the gifted?
Ans. 1.	The greatest change for me was to realize that they were still young children and would respond as such to everyday occurrences. Yet they were able to do so much more than the others.
Q. 2a.	How were your gifted children selected?
Ans. 2a.	By teacher recommendations plus standardized test scores.
Q. 2b.	In your judgement was this selection a good one, i.e., were they all gifted?
Ans. 2b.	I don't believe all of ours were gifted, yet who can tell? They are all so unlike, responding to different stimuli. They were chosen on high achievement, I.Q., and social adjustment. I believe some consideration should be given to interest, drive or future attainments; also to paternal interest.

Q. 3. What, if any, changes in teaching approaches have you been making?

Ans. 3. I think I would go further back into English Literature; more creative rhythms; more poetry and develop more word study if I do this work again.

Q. 4. Do you feel that you have been able to challenge the intellectual ability of the gifted?

Ans. 4. In some cases I believe I have. I would say in the majority, but I have not fully succeeded in all.

Q. 5. Undoubtedly your gifted children had a variety of interests. How have you been meeting that variety?

Ans. 5. The children have a wide variety of interests. They are in no manner to be considered "book-worms". Some of their hobbies are: football, hiking, horseback riding, archery, swimming, hunting, boxing, shell collecting, fishing, taxidermy, drama, models, coins, writing, serving, figu, collecting poems, basketball, music, doll, oil painting, tennis, china horses, scouts, stamp collecting. Many talks and extra-curricular activities are important ways for pursuing interests.

Q. 6. What classroom techniques do you feel most helpful in challenging the gifted?

Ans. 6. My most helpful technique is "learning by doing", in committee work, and by giving more responsibility.

Q. 7. Evaluation:

7. (a) What special measures have been used to appraise the development of the gifted?

Ans. 7. (a) Each child was given an achievement test in October and in May.

(b) Each child has been given an Otis Quick Scoring Mental Test, and a Spitzer Study Skills Test.

(c) A vocabulary test from the **Reader's Digest** was given in the fall.

Q. 8. Parent Relationship:

8. (a) To what extent have the parents been made aware of special attention being given to the gifted?

Ans. 8. (a) The parents have shown much interest and have been very helpful in many ways.

(b) We have won the P.T.A. Attendance Banner each month. They have planned several events.

(c) They have taken us on trips and supervised us on trips. In short they have proven most co-operative.

Q. 9. What is your reaction as to the future disposition of the gifted child experiment in your school?

Ans. 9. I think it should be expanded. If possible, when there is a science teacher in the school, he should have the science.

Q. 10. What unfavorable reactions did you note concerning the special class?

Ans. 10. There has not been enough unfavorable reaction to speak about.

Q. 11. Net value of the project:
Please note any reactions or suggestions which you feel will be helpful for other teachers contemplating a more suitable education for the intellectually superior.

Ans. 11. The net value of the project is hard to state. Teachers should not have an aversion to teaching the gifted. It is very rewarding, stimulating, and enjoyable. Take them where you find them, as any good teacher does, and lead them as far as possible.

CHAPTER 6

THE NONGRADED PRIMARY SCHOOL

VALLEY HILL SCHOOL, HENDERSON COUNTY

1960-1961

By Clara C. Babb, Principal

PRELIMINARY PLANNING

As we close this year 1960-61 in the Valley Hill School, Henderson County, we have the feeling that this has been one of the best, if not the best year in our history. We began the year in a state of mixed emotions, wondering if we had started more than we could finish, wondering if we were capable of initiating this new plan. None of us had ever seen a Nongraded Primary School in action; in fact we didn't understand it before we decided to accept the challenge offered us by the State Commission to Study the Exceptionally Talented Children of North Carolina.

Early in the year of 1960 we set about the task of getting ready to adopt this new organizational plan. We read every available piece of literature and received much help from other schools now operating under this plan. Perhaps our most helpful source was the National Educational Association Research Division, who gave us a list of the many places now operating under the Nongraded Primary Plan.

Our first effort to get the cooperation of our parents was through a PTA group. After explaining it very thoroughly to them they were wholeheartedly in favor of it, and voted to help financially and otherwise. We owe a great deal of our success to the members who rendered help as we will show another place in this report.

I attended summer school at Western Carolina and made plans for the Nongraded Primary School. This experience has been most helpful to our total program.

Valley Hill School is an average situation. It has been accredited for many years. Our student body represents the working class of citizens, farmers, textile workers, electricians, executive workers for various companies, tourists, etc. It is all white, and is located about one mile from the city limits of Hendersonville, the county seat; thus we have both rural and urban residents attending. We have exceptionally talented, slow learners, and average, with most of our students falling around the average group.

In equipment, we have a few more library and supplementary readers than are required for accreditation. Our audio-visual equipment is above average and our science department is well equipped.

We have had the best cooperation from the superintendent, the supervisors, faculty, and parents.

It took us several months to get ready for the program. The need for quality education was in our favor and our parents were eager for a change. They had just worked on the Curriculum Study Program and were well prepared for a change. Our change came about with little or no trouble.

We began our selling process by the following steps: (1) Sell it to the faculty, (2) Sell it to the parents, (3) Make a thorough study and understand the program in every possible way, (4) Formulate a good workable plan so that each teacher, parent, and student understands what he is supposed to do, and (5) Improve all physical facilities so that everything will be attractive, self-explanatory, and workable.

PHYSICAL IMPROVEMENTS

The County Board of Education (1) painted all furniture, shelves, and chalk boards in each of the three rooms involved in the program, (2) They bought new library books and supplementary readers.

The PTA bought $150 worth of books and furnished a teachers' lounge.

The school spent the normal amount for both library and supplementary books and spent a slightly increased amount for NDEA materials. We had to spend a larger amount for paper, stamps, and such to cover the requests from interested people. To estimate the required amount of money necessary to make improvements for the program (above what we would normally spend) would not be too difficult. We have estimated it to be around $200.

A central library was organized with assistance from PTA members. Books were mended, catalogued, accessioned, and arranged, which was by no means a small job. There were around 3000 volumes.

Considerable thought must be given to (1) your visitation program, (2) an ample supply of both supplementary and library books, (3) method of distribution of books, especially supplementary, and (4) the care of books and materials.

PUPIL PLACEMENT

A. **Beginners.** All 35 beginners were placed in one room under Mrs. Christine A. Phillips. They were given ten days to adjust to school, faculty, other personnel, buildings and routine. Then on the eleventh day they were given the Metropolitan Readiness Test. The scores ranged from a low of 3 to a high of 97. The students were placed in three groups for awhile to begin the formal readiness work in Level I. They were soon changed, as they progressed, into four groups. We were never able to be stationary for very long at a time. The top group has remained at the top of the class although two or three have moved down.

B. **Second Year Students.** The 1960 Spring Test results were used as a placement basis for both the second and third year students. The top 12 students were placed in Mrs. Erma Rash's combination class, while the remainder were placed in a combination class under Mrs. Burnette P. Smith. At the end of the ten days they were given a Stanford Achievement Test and were placed in levels according to the test results. (Our reason for using the Stanford was because the County uses this for the County annual testing program.) The students were placed into levels III, IV, and V. Many changes have taken place since the first assignment. Some students were placed too high and had to be moved into a lower level. Once they were settled they have moved satisfactorily. While they moved more slowly than the other groups in the other two rooms, it must be remembered that this group had the top 12 of the class placed in another classroom.

C. **Second and Third Combination Class.** This class was assigned to Mrs. Erma R. Rash. There has been a wider range of ability in this classroom than in either of the other two, due to the difference in second and third year ability. At times there were as high as five different levels working in the room. It was made up of 12 second year and 18 third year pupils.

Our students who have been transferred to us from other schools proved to be a special problem. Placement, lack of enthusiasm and interest, as well as achievement were the base of the problem. Our school has also suffered in attendance as a result of several severe epidemics.

ENRICHMENT

Our ninth level is purely enrichment on a fourth grade supplementary level. The eighth level enrichment is made up of third grade supplementary reading.

In the other areas of the curriculum we have enriched in Arithmetic, Science, and English. Creative stories, reports, or morning talks have been most satisfying to the teachers. Science research and experimentation has been done in all of the rooms. Second year students have learned to use the encyclopedias for research. First year students have had an opportunity to use numerous books to **find out** the things they wanted to learn. Art, Music, Folk Dancing and other enrichment activities have been evident in rooms and on hall bulletin boards. A May Day event allowed all students to participate in a public performance. A Science fair was held for all classes and these Nongraded rooms had their share of the winnings. A Creative Writing contest was held for all classes and again these students had more than their share in the winnings. An art exhibit also brought out much talent and honors.

TESTING

Tests are most essential in a program of this type. We have used the same testing program that the county unit has in its general program, with the exception of the tests that accompany our basal texts from Scott Foresman, and the Readiness Test (Metropolitan).

In the beginners group we used Metropolitan Achievement at the end of the year. The test will be given May 23 as the year closes, therefore the results and comparisons will not be available for this report. In the second and third year groups we will use Stanford Achievement as is the custom throughout the county unit. An Otis Alpha was given to all third year students in February.

Informal tests were used from time to time.

ACCELERATION

In the Nongraded Primary program there is no lock-step plan. The work in this program is planned so that each child will cover all primary materials in a level before he is promoted to the next level, but there is no limit of time in which he is required to cover materials. The work must be done thoroughly but the amount of time a child spends will depend upon the child's ability. He may spend two, three or four years, depending upon the child. It must be clear, however, that there are no promotions to the fourth grade until the end of the school year. A child usually remains in a teacher's class until the end of the year, regardless of what level he works in.

It is our opinion that a child should not be forced to make too many adjustments within one year. We base this opinion upon our own experience with transfers. It is evident that our transfers lowered our median in the class of beginners on the Stanford Achievement Test records. This class had more transfers and all of them except two appeared to be average in intelligence. Perhaps the fact that they transferred caused them to rate lower on a test. However, many other causes could, and should, be taken into consideration. We contend that a child can progress at a more satisfactory rate after he understands what his teacher expects of him, and that she can do a better job teaching him when she fully understands him. It takes time to learn to know a child, and it takes time for a child to adjust to a teacher and a class of thirty-three children. We feel that child's time will be spent to a greater advantage if he is given enrichment by his teacher rather than to get into a state of confusion by trying to adjust to a new class and a new teacher. Our teachers did not find this work difficult, on the other hand, they thoroughly enjoyed it.

OBSERVATIONS

We have observed many changes in our students. Students have been able to accept themselves and we feel that they are more stable emotionally and socially. There has been a seriousness of effort, a feeling of accomplishment, and definite purpose in mind by both teacher and student. I feel that having an organized plan for the program is largely responsible for its success. It has definitely been a success and we plan to continue the course even if we have to work on our own.

Parents have been more interested and cooperative. The poorest cooperation came from parents who were indifferent to the progress of their children. Also, the parents who were afraid that someone else's child was able to progress more rapidly than theirs were a slight problem. With the exception of a very minor element we have had excellent parent cooperation this year. We refer to this minority because it would not be a normal year for every parent to be pleased.

We have observed a better and a more well-rounded response to the total program.

TABLE V

STATISTICAL DATA ON PUPIL PLACEMENT BY LEVELS AT THE END OF THE SEVENTH MONTH 1960-61

Teacher	Levels	I	II	III	IV	V	VI	VII	VIII	IX
Phillips	First Year		3	15	10	8				
Smith	Second Year			2	10	12	9			
Rash	Third Year	1*			1	2	5	8	8	6
Total	Total	1*	3*	17	21	22	14	8	8	6

*The pupil in Level I was a transfer from a retarded class who was too old to be placed in the first year class. She has received help on an individual basis from the teacher, pupil and parents. She should be in a educable class, but we have no provisions for such a group.

*The three pupils in Level II are now beginning to show signs of readiness to learn. They were transfers also, entering this class after the fourth month of school.

The child in the first year group who scored 3 on the readiness test is reading in Level III in May.

A CORRELATION OF READING AND LEVELS

This form is used as an individual reading record for the child's nine levels, which is all of the various levels of the Nongraded Primary Program. It may be used by the one teacher in either class.

At first the teachers thought that this would be a hardship since they already have so many records to keep but soon it became more than a record; it became a foundation upon which the individual child would go through school. It became a picture of reading growth and development.

TABLE VI

A CORRELATION OF READING AND LEVELS

This is a distribution of reading records for the total program.

The following books have been read and tested during the year 1960-61.

A. The number of books read under teacher guidance.

B. The number read as reference, pleasure, or individual reading.

C. The number of books read with parents assisting.

	Phillips			Smith			Rash		
Level I (Readiness)	A	B	C	A	B	C	A	B	C
Before We Read (Scott)									
We Read Pictures (Scott)	33								
We Read More Pictures (Scott)	37								
We Look And See (Scott)	32								
We Work And Play (Scott)	21								
Ride Away (ABC)	11								
Skip Along (ROW)	25								
Under The Sky (ROW)	35								
We See (Singer)	35								
Level II									
Now We Come And Go (Scott)	36								
Open The Door (ROW)	35								
Busy Days (Beckley)	23	12							
High On A Hill (ROW)		32							
Wishing Well (ROW)	33				10				
Time To Play (Betts)	33								
New Fun With Dick And Jane (Scott)	33								
Row Peterson Arithmetic	30								
Sunshine And Rain (Bobb)			22						
Level III									
New Friends (Scott)			20						
The New Our New Friends (Scott)	20								
I Play (Singer)		33							
Our School (Allyn)		8							
Story Wagon (Singer)		8							
All In A Day (Betts)		8							
Happy Days (Scott)		33							
Up The Street And Down (Betts)		20							
School And Play (Beckley)		20							

	A	B	C	A	B	C	A	B	C
Story Time (Singer)		8							
Sunny And Gay (Bobbs)		8		13		5			
Level IV									
New Down The River Road (ROW)							1	7	
I Know A Secret (Winston)			20						
Our Town (Allyn)			32						
I Live With Others (Singer)	11	8		22					
New Round About (ROW)	8				10			1	
Around Green Hill (ABC)			19		10			1	
I Know A Story (ROW)		20			10			3	
New Anything Can Happen (ROW)	8	11							
Our English Language(ABC)	19			10	12				
Story Train (Singer)				12		5		22	
It Happened One Day	8			10				6	
On Cherry Street						5			
Level V									
New Friends And Neighbors (Scott)				32			13		
Fields And Fences (Allyn)				13				9	
I Live With Others (Singer)				22					
Along The Way (Winston)					22				
Lost And Found (Heath)				13			7	14	
Winter Comes And Goes (Singer)						12			
Storyland Favorites (Laidlaw)					6				
Down The Singing River (Betts)				10	9		12	16	
Over The City Bridge(Betts)							13	16	
Making Friends (Beckley)								1	
Open Windows (Allyn)				21				19	
Foolish And Wise (Bobbs)								15	
Level VI									
New More Friends and Neighbors (Scott)				12			13	2	
Town And Country (Allyn)								24	
Open Doors (ABC)							14	8	
I Have Friends (Singer)								13	
The Seasons Pass (Singer)								1	
Doorways to Adventure (Laidlaw)							6	20	
In New Places (Silver)								6	
Neighbors On A Hill (ROW)							12	8	
Being Six (Scott)					19			12	
New Friendly Village(ROW)				12					
Magic Windows (Allyn)								15	
Level VII									
New Streets And Roads (Scott)							17		

	A	B	C	A	B	C	A	B	C
Open Roads (ABC)									
I Know People (Singer)							8	2	
Science Adventure (Singer)									
Lost And Found (Heath)								11	
Folk Tales Of Many Lands (University)								5	
Story Carnival (Singer)								19	
Seven Or So (Scott)								16	
The New Five And One Half Club (ROW)								13	
Through The Green Gates (ROW)							23	7	
New More Streets And Roads (Scott)							16		
Fun And Frolic (Heath)								11	
Sunny And Gay (Bobbs)								10	
Level VIII									
Best Of Children's Literature (Bobbs)									
Story Caravan (Allyn)								14	
Paths To Follow (ABC)									
Doors To Adventure (Laidlaw)									
From Eight To Nine (Scott)								16	
After The Sun Sets (ROW)								17	
Fun All Around (Bobbs)								16	
Folk Tales From Many Lands (University)								1	
Phonics We Use D (Merrill)									
Science In Your Life(Heath)							18		
Level IX									
Submarine Rescue (Harr)								9	
The Pearl Divers (Harr)									
Frogmen In Action (Harr)								1	
The Sea Hunt (Harr)								12	
Treasures Under The Sea (Harr)								11	
In City Town And Country (Scott)								4	
Knowing About Science (Lyons)								5	
Homelands Of the World (Iroquois)								1	
Animals, Plants, And Machines (Heath)								4	
Phonics We Use E (Merrill)									

Comments: Total number of books read by the classes (coded)

	Code	Code	Code	Total
Phillips	A 523	B 229	C 113	865
Smith	A 202	B 98	C 27	327
Rash	A 165	B 404	C 0	569
Total	A 890	B 731	C 140	1761

As can be seen there were many books in the readiness group which required little time for some beginners, and very little for others, yet every child was carried carefully through this level by the beginner's teacher. The large number of books read by the beginners indicates that reading at the pupil's level of understanding, as well as cooperation, inspired individualized reading at the pupil's level and interest.

You may note that the many books read under teacher guidance and instruction is very large. This indicated the conscientious work of the teacher and the motivation of pupils.

Very little help was given by parents, but perhaps this was larger than normal for two reasons: (1) Parent interest was high, (2) We had an epidemic of influenza, chickenpox, measles, mumps and colds. Our attendance has been the poorest in many years.

All reading was carefully checked by the teacher, by the use of different types of tests.

VISITATION

We have had many visitors this year. Our teachers dreaded this part of the program more than any other phase, but soon felt at home with those who came to see us. They were so nice and appreciated the opportunity so much that we soon enjoyed them more than they could possibly know. We got the impression that all teachers are striving for a better way to meet the needs of the children they teach.

We had visitors from all parts of the State. There were 167 professional persons, including principals, teachers, supervisors, members of the State Department of Education, and superintendents. We had many parents visit our school but they were not included in this number.

Our visitors came from Winston-Salem, Charlotte, Waynesville, Buncombe County, Henderson County, McDowell County, Macon County, Polk County, Rutherford County, and McKee Laboratory School, Cullowhee, North Carolina.

Mr. Minor Wilson brought his Extension Class from Western Carolina College to our school to observe the rooms and get a report on the Nongraded Primary Program.

In our number of visitors we did not include members of the State Commission To Study The Exceptionally Talented Children who also visited us. Some made several visits to our school.

CONCLUSIONS

This list of conclusions is drawn from reports, remarks, decisions drawn by the teachers, supervisor, and superintendent of Henderson County.

1. It is our aim to follow this program next year since it has brought satisfying results in all areas, and we feel that one year is not sufficient to judge properly its effects.

2. The entire school has responded to the program and has improved the program in all areas.

3. Our program has been a composition of idealistic, pragmatic, and realistic methods and practices. Children were anxious to work for the joy of achievement, they wanted to be thorough and practiced for perfection, they were not satisfied by doing the minimum but begged the teachers for more work, and they wanted to please the teachers, visitors, and all concerned.

4. Students were placed in the foreground and the teacher in the back. They read as they have never read before. Supplementary books were marked by levels and the children knew what levels they were in so they read many supplementary books. They read the library books with equally as much enthusiasm. From them they found science experiments, stories, and facts which enriched their course of study. The teacher served as a friendly guide and helper who inspired them into greater experiencing.

5. The discipline problems were much fewer this year than common. Of course we had some, but nothing like our problems in the past. Children were too happy learning to think of any thing else. They knew that their achievement was the thing that was counted, performance was the secret of promotion from level to level. Recognition for successful effort and achievement bought about happy results.

6. Our success has been due to: (a) having a well planned program for each teacher and pupil to follow, (b) allowing freedom of method and procedure so the teacher did not feel cramped, and (c) having open minded teachers and parents.

7. We provided a program that we felt met the needs of the individual child. We are confident that our results are the most desirable that we have ever had because this program is for the child, not for one that fits all into one pattern.

ANECDOTAL RECORDS

Gery Corn entered school this fall at the age of six; by December 7, he read **'Twas The Night Before Christmas** on a radio program. He had the poem only Monday, Tuesday, and Wednesday. The program was at 11:15 on Wednesday morning. It was amazing that he never had any help at all, and read it all the way through without making a single error.

Buddy, a 9 year old boy who had been in school two years, began the third in second year materials, was unable to read anything at first. He went in the beginners class, willingly, and remained for six weeks then returned to his own classroom after six weeks, able to read in Level III. He has progressed through Level III and is working in Level IV.

Jimmy had a very poor attitude toward school at first. He made remarks about the teacher, school in general, and was determined to convince his parents that he was not treated fairly. A conference with his parents straightened things out and soon Jimmy was asked how he was doing; his reply was, "I've leveled off".

Margaret was young for her grade. She had gone to private school in the first grade. Her mother was English. No matter what we did, or how we did it, it was never as good as the way they taught in England. Her child was very smart but not nearly as bright as she thought. Margaret has made great progress in every way, maturity, physical growth and in achievement. She is now where her mother thought she was in the beginning of the year, but it is difficult to get that message to her mother. She has driven the child all year, and we had a real problem, trying to keep Margaret from being upset with emotional strain. Recently the mother has been rather quiet and the child has been much happier.

This is the second year for Gary, who is over-weight, large, (tall) and spoiled. He couldn't read, spell, sit still, or anything. He didn't know what it was to obey. Once Gary learned what was happening to him. He was being left behind by the whole class. After a talk with his father we received the cooperation of both parents which resulted in a complete change. Gary is now one of the leaders in his Level.

Jimmie, the boy who scored 3 on the Metropolitan Readiness Test is still behind the average group. He is a "show off" and discipline problem, however he has learned to read. In the traditional class he would be a promotion problem, for he would be one of those who could almost make the second grade; however we will be able to let him start where he now is in Level III, next fall.

Kathy had never been able to adjust to other children. She had no patience with smaller, or less talented children; she had temper tantrums and pouted for days. Her mother realized that she had troubles with the child but blamed the teacher for a large portion of the maladjustment. A talk with the father helped clear the matter. Kathy is a very talented child, and was able to complete all nine levels in two years. We explained to both Kathy and her father that she would have to live with others and learn to get along in peace, or she would not be permitted to advance through the nine levels as rapidly as she was able. Soon Kathy settled down to work. She has become one of the favorites of the class and has almost completed all nine levels.

Michael's mother met the teacher on the first day of school and told the teacher how delighted she was that he was in this room. He had never learned anything and had gone backwards since he first came to school. The teacher soon found Michael to be a very bright child, who loved to read all the time. It wasn't long before this teacher was like all the rest. She didn't know how to teach arithmetic and she didn't know English. Mike always told what Mother said regardless of what it was, and how Mother learned in New York. Mother knew who should take him home if he was allergic to foods, and so on. Mike at last grew up. He stopped telling his mother anything, he stopped telling what she said, and settled down to eating like the rest of the class. His specialist dismissed him from his allergy treatments and the mother was delighted to report to his teacher how well he had progressed and to be careful what she let him eat. Susan, an exceptionally smart child, spoke up and told the mother all that had been going on. The mother hasn't been back to tell the teacher what to do, and Mike is one of the top students in his class. His allergy is no longer what sets him apart, but reading 40 supplementary books and as many library books has become the important thing. He loves to work arithmetic and write stories. He loves school and his teacher. He will make an exceptional fourth grade student.

Every one is very conscious of what we are doing and what we are not doing! We hope they will at least be partly pleased. We are so glad that they are school conscious.

CHAPTER 7

BRUCE DRYSDALE ELEMENTARY SCHOOL HENDERSONVILLE, NORTH CAROLINA FOURTH GRADE

By Estelle Pace

INTRODUCTION

The Pilot Center in Hendersonville, North Carolina, has the distinction of being the only Center in which there was a demonstration of cluster grouping. Bruce Drysdale is a Primary school within the city limits. Enrolled are children in grades one through four. Since it serves the entire community, it is a large school.

DEFINITION OF CLUSTER GROUP

The Cluster Group is an administrative device by which a group of the most highly gifted children in a particular grade are placed in one room. When a principal feels that his community is opposed to homogeneous grouping, this procedure offers a good point of departure. Cluster grouping has the same advantage that part-time or full-time grouping has for gifted students, in that they are competing with one another. Moreover, there are enough of them to form a group which will receive adequate attention and good teaching.

ADMINISTRATIVE PROCEDURE

During the school year 1960-61, there were 146 pupils in the fourth grade, scheduled to five different teachers. Students were screened at the end of the third grade by using the percentiles derived from the Metropolitan Achievement Test, Elementary Battery. A Cluster Group included all students who were in the 90 to 99 percentile range. This group of 11 girls and boys was placed in one room in which no other student had a Metropolitan score over 80. Thus, out of 146 fourth graders, we have had in this room a Cluster Group of high achievers.[1]

In 1961-1962 the I.Q. was also taken into account in addition to the average Metropolitan score.

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[1] For a complete record of the percentile scores of these students, see **Providing for the Gifted, a Manual for Administrators,** which may be obtained from the Guidance Clinic, Western Carolina College, Cullowhee, N. C.

CURRICULUM AND CLASSROOM PROCEDURE

Reading

The Cluster Group Enrichment Program includes advanced reading. The children are being taught on a level above the average level of the fifth grade. Supplementary 5th grade readers are used. A limited number of 5th and 6th grade supplementary readers are also available for pleasure reading.

By April 20, 1961, the cluster group had completed the second fifth grade reader. We sometimes read a favorite story orally in a sixth grade reader under my supervision. We will do as much as time permits in a third fifth grade reader. We have advanced to outlines, titles, subtitles, main ideas, summary sentences, key sentences, and interpretation beyond the realm of experience. This means we are working toward recognition of difficult words and attaching to them appropriate meanings. We are working on the essential facts and ideas presented in our basal reading and evaluating them critically. Our application of ideas, gained from reading, to personal and social problems brings out some very human-interest responses.

We are continuing our effort to become independent readers through improved skills in word perception by (1) meaning clues (2) word-form clues (3) structural clues (4) phonetic clues (5) the glossary or the dictionary.

Language

In the language class the bright child does a longer written assignment than the average. If making nouns plural is being taught, he writes five more sentences than the average child. If alphabetizing is being done, he has either a longer or more difficult list to arrange. The same plan is carried through with syllabication, suffixes, prefixes, possessive nouns, synonyms, homonyms, etc.

In language we are concentrating on correct usage, paragraphs, letters and increasing our vocabulary. Verbs (present, past, past participles) are being stressed. Adjectives (positive, comparative, superlative degrees) are being presented. Also adverbs. We do oral work on verbs, adverbs, and adjectives as often as we can.

Use of the library encyclopedias is a much looked forward to period. Their interest in working with words is gratifying. "What does it say, long or short?" is frequently heard. Also

"Where does the syllable end?" "I want to add ed." "Does the m double?" "I want to add ing?" "Do I drop the e?" They delight in going to the library to look up the correct syllabication and vowel sounds of a word that can't be found in the room dictionaries. We are learning that the same word may be a noun in one sentence and a verb in another sentence.

1. The farmer's hay mow is in the barn.
2. The farmer will now mow his hay.

When looking up words they are learning that n. means noun, pl. means plural, v. means verb, adj. means adjective. They are also learning that past tense verbs in a sentence in a reader or a library book will be given in the present tense in the dictionaries and they must look for the present tense and then change its meaning to the past tense. This is not easy to do.

Spelling

The child does an additional list of spelling words each week. On Friday he takes the regular class spelling test and a test on the additional words is given also.

By April 20 the advanced group had completed 12 lessons of harder spelling words and I have worked out a list of 12 more lessons of 20 words each. I have them do the spelling in their textbooks. Often they make a better score on the harder spelling than on the spelling in their textbooks.

Arithmetic

By April we were attacking simple fractions in our arithmetic. I hope to carry them through adding, subtracting and multiplying a whole number by a mixed number. Thus. . .

1. 2 1/5 +3 2/5
2. 1 2/7 +3 4/7
3. 4 —2 2/4
4. 8 —3 1/3
5. 4 5/6 —2 2/6
6. 7 5/8 --3 1/8
7. 24 ×6 1/4
8. 72 ×5 1/9
9. 36 ×8 1/6
10. 396 ×38 1/3

Three children in the middle group do the harder arithmetic and achieve better than some of the best readers.

In arithmetic he uses the normal skills plus doing problems that are more difficult, and problems that require greater skill. The average child may be dividing by 4, 5, or 6. The accelerated child may be multiplying by one number (456X6) while those capable of doing better work may be multiplying by two numbers (768X46).

Research and Study Skills

Research skills are stressed so that the children can learn to work independently and find needed information quickly. They are sent to the library to find needed facts, put down the main ideas and report to the class.

The so-called "fast worker" is sent to the library for special research work on topics under discussion in all his subjects. He may take notes on his findings and report orally to the class.

He has been helpful in the library by shelving books by author and number. He does some teacher-assistant work-helping the slow learner or the absentee. He sometimes helps give make-up tests when a child has been absent. Occasionally he may listen to a slow reader read orally for a short while. Each week a child assists the teacher by serving his turn as filer. He files the childrens' checked work in individual folders. If he is artistic, he helps the less artistic with his art work if the less artistic child asks for help. He arranges sets of written work and test papers alphabetically for the teacher's convenience.

In short, the quality of the work demanded by the teacher is consistently high and exacting.

EVALUATION

In TABLE VII are shown the comparative percentile ratings for this fourth grade class. The first column shows the Metropolitan percentile for the end of the third grade. The second column shows the percentile for the end of the fourth grade. The third shows the I. Q. The children in the Cluster group are identified by an asterisk (*).

By reason of the fact that the group I have, in addition to the top cluster includes students whose percentiles range from 21 to 78, the average of this group is comparable to the averages of the other four classes.

TABLE VII

COMPARATIVE AVERAGE PERCENTILE RATINGS

Group 1

3rd	4th	I.Q.
*98	97	128
*98	95	126
*96	94	138
*94	94	112
*94	94	117
*94	91	98
*92	89	116
*92	88	X
*91	91	134
*90	95	98
*90	91	98
*90	89	104
78	77	108
74	81	112
71	77	98
66	83	103
64	70	97
61	65	84
60	82	103
53	82	98
51	52	91
50	67	95
43	46	100
21	33	74
75	80	104

CHAPTER 8

ROSA EDWARDS' ELEMENTARY SCHOOL HENDERSONVILLE

Sixth Grade

By Louvenia Martin

INTRODUCTION

One of the strong arguments for grouping bright pupils together is that to do so increases the chances that the group will honor intellectual effort and achievement, whereas a regular class may not be able to appreciate them. In a regular class a bright pupil may study hard only when he cannot gain distinction in any other way—he would rather be an egghead than a nobody. A special class, furthermore, places the mark of recognition on brightness. The reason why the State of North Carolina has set up pilot centers is to take the bright students out of the ordinary class and teach them on a level more suited to their capacity.

THE ROSA EDWARDS ELEMENTARY SCHOOL

This school is located in Hendersonville, North Carolina. It was selected by the Commission because of its location and the interest of the school administrators and community. The total enrollment is 453 in the fifth, sixth, and seventh grades, the fifth grade being departmentalized. Fifteen teachers are employed.

The Special Class

This experimental class was started in the fall of 1960. From 156 sixth graders, twenty-two students were selected. At the end, there were twenty, two having transferred. These students are from the city and come from all walks of life.

The pupils were selected on the basis of I.Q.'s which were derived from the Otis Test. I. Q.'S ranged from 120 to 169. Mr. G. F. Huntley, the principal, stated that if the requirements had been dropped below an I. Q. of 120, the class would have been too large.

When the test results were tabulated and the students selected, they were assigned to this class upon the permission of the parents.

As any change in the school curriculum takes place, it is evident that there are those in the community who will question its function, especially those who are affected by the change. It is important, if the program is to be a success, that not only the parents involved understand the accelerated program, but other laymen in the community as well.

PURPOSE AND SCOPE

Every child needs to be challenged to develop his potentialities in all academic subjects. He should assume responsibility for doing neat and accurate work at all times. Not only must a child learn and understand, he must apply knowledge in actual situations.

Actually the only subject accelerated in this class was reading. The basal text that was used is a seventh grade supplementary reader entitled **Adventures for Readers***. Workbooks to accompany the readers were used. Some of the students were reading on twelfth grade level.

CURRICULUM AND CLASSROOM PROCEDURES

The First Semester

Arithmetic

1. Reading, writing and rounding off large numbers.
2. Review of adding, subtracting, multiplying, and dividing whole numbers. Special practice with three-number multipliers.
3. Adding and subtracting fractions.
4. Finding area and perimeter of squares and rectangles.
5. Adding and subtracting measures.

The students were not doing sterotyped work in arithmetic, but rather had meaningful experiences, such as visiting Donaldson Air Force Base and Biltmore Dairy. From these trips they developed problems dealing with everyday experiences. The students admitted that their greatest weakness in arithmetic was carelessness.

English

Attractive English notebooks were on display throughout the room. These notebooks included original stories composed by the students and many displayed creative ability. The Grammar included:

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*Harcourt, Brace and World

1. Review of capitalization and punctuation.
2. Kinds of sentences
3. Verbs
4. Nouns
5. Pronouns
6. Adjectives
7. Adverbs
8. Correct spelling, neat writing, and correct use of the parts of speech were emphasized when writing compositions.

Science

1. Atmosphere and weather
2. Air Travel
3. Microscopic plants and animals
4. Digestive system
5. Circulatory System

Even though the students were using the sixth grade science textbook, they were actually working on a much higher level. Varied projects were under way and they showed a keen interest in the modern space age. They discussed freely the problems that an astronaut would encounter in his trip through outer space.

Social Studies

1. Prehistoric man
2. Egyptian Civilization
3. United Nations
4. Greek Civilization
5. Roman Civilization
6. The Dark Ages
7. Renaissance

Health

1. Personal grooming habits
2. Relationship with classmates and friends
3. Foods and proper diet
4. The skin

Spelling

1. Followed the state-adopted text
2. Spelling lessons in other subjects; science, social studies, etc.

Reading and Literature

1. Stories of young people
2. Greek and Roman myths
3. Humorous stories and poems
4. Animal Stories
5. Weekly newspaper study for 10 weeks
6. Special interest reports
7. Daily news reports

The Second Semester

Arithmetic

1. Addition and subtraction of decimals
2. Multiplication and division of fractions, decimals and measures
3. Percentage
4. Banking accounts, writing checks and receipts

English

1. Prepositions
2. Conjunctions and interjections
3. Letter writing
4. Oral activities
    - A. Discussions
    - B. Book and periodical reports
    - C. Debating
5. English composition
    - A. Descriptions—person, pet, object
    - B. Instructions—making objects, playing a game
    - C. Outlining
    - D. Written report with bibliography
    - E. Book report
    - F. Biography
    - G. True story
    - H. Imaginary story
    - I. Limerick
    - J. Poem

Social Studies

1. Reformation
2. Industrial Revolution
3. British Isles
4. France and Germany
5. Scandinavia
6. Russia
7. India
8. China
9. Africa
10. Australia

Science

1. Skeleton, muscle and nervous system
2. Sound
3. Machines
4. Light and heat
5. Electricity
6. Native trees and plants
7. Conservation
8. Atomic energy
9. Space

Health

1. Local health center
2. Local water and sewer system
3. Biographies of health heroes

Reading and Literature

1. Poetry
2. Adventure and nature stories
3. Stories of other countries
4. Regular student edition of **Reader's Digest**

Each student was required to give five oral reports or morning talks during the school term. These reports are based on special interests of the individual. During the presentation of the report they are graded on the following points: (1) poise, (2) worthwhile facts, (3) visual aids, (4) distinct speech, (5) correct English, (6) special preparation, (7) length, (8) interesting topics, and (9) outline and notes. The topics chosen were as follows:

Pupil No.

1. Cats; Nursing; Fashions; First Ladies
2. Mrs. Nixon and Mrs. Kennedy; Vaccine; Christmas Custom; Distillation; Great Wall of China
3. Catholic Religion; Dreams; Superstition; Hair Styles; Italy
4. Rockets; Atomic energy; X-15; Washington, D. C.
5. Coins; Snakes; Archery; Boy Scouts
6. Astronomy; Dinasours; Satellites; Project Mercury; Cold War
7. Volcanoes; Minerals; Archeology; Mythology
8. Dogs; Babe Ruth; Football; American Indians
9. Shells, Coins; The Monitor (ship); Aku-Aku
10. Explosives; Railroads; Snakes; Rockets; Volcanoes
11. Dogs; Hosiery Manufacturing; Bears; Contact Lenses
12. Human Body; Dairy Manufacture; Planes of World War II
13. Apes; Woodworking; Fashions; Mental Illness
14. Jewish Holidays; Petrified Forest; Grand Canyon; Roads; Civil War
15. Hats; Horses; Bermuda; Flamingoes; Girl Scouting
16. Sharks, Ants, White House, National Parks, Hats
17. Birds, Horses, Presidents, Catholic Religion
18. Fontana, Cherokee Indians, State Trees, Jungle Animals
19. Arizona, Disneyland, Michelangelo, Sketching
20. Stock Cars, Napoleon, British Aircrafts

There has been an abundance of art work displayed around the room. Most of the students took private music and art lessons; therefore the teacher did not stress this phase of the curriculum.

EVALUATION

Identification

All 156 fifth graders were given Otis Intelligence tests, and the twenty who had the highest scores were selected for the special sixth grade class. In my opinion, achievement test scores and social maturity should have been considered for the selection.

Habits

I realized that most of these pupils could do excellent work, but they made careless errors due to haste and overconfidence. Many could study independently, but others preferred oral work, and frequently had to be reminded to complete various written assignments.

Special Interests

The following activities were used to challenge the intellectual ability of these pupils:

1. Special interest reports on approved topics, using advanced reading texts and student **Reader's Digest.**
2. Inviting interesting and skilled people in the community to lecture and demonstrate skills.
3. A comprehensive newspaper study and preparation of school newspaper.
4. Outlining and writing reports, with a bibliography.
5. Dramatics and debating.
6. Special emphasis on reading, studying, and writing poetry.
7. Creative writing.

Materials and Equipment

Grade level basal texts were used, but advanced supplementary books, magazines, and newspapers were also used extensively. The administration with financial help from the Commission provided extra supplies and equipment for teaching the class.

Parents

The parents were cooperative and interested in the class.

Standard Test Data

One way to evaluate the achievement of these students is to look at standardized test data. The students were given the Metropolitan Achievement Test, Intermediate Battery Complete in May, 1960 and a different form in May, 1961. The class means and gains are shown in Table VIII.

TABLE VIII

METROPOLITAN ACHIEVEMENT TEST DATA

TEST	FIFTH GRADE	SIXTH GRADE	GAIN
Word Knowledge	8.9	9.7	0.8
Reading	9.5	9.7	0.2
Spelling	8.2	10.2	2.0
Language Study Skills	9.5	10.0	0.5
Arithmetic Comp.	7.4	8.7	1.3
Arithmetic Prob. Solv. & Conc.	8.3	8.9	0.6
Social Studies Information	8.5	9.7	1.2
Social Studies Study Skills	9.0	10.3	1.3
Science	8.8	9.1	0.3
Norms	5.9	6.9	

The data in Table VIII have some interesting facts. Note how high the children's scores were at the end of the fifth grade. In every instance they are approximately two years above the norm. Especially impressive is the Reading Test at 9.5, as well as the Language Study Skills, also 9.5. In view of the ceiling on these tests it is, therefore, not surprising that the averages at the end of the sixth grade did not show large gains. Also significant is the score in Arithmetic Computation where there was a gain of 1.3 years. This was still the subject in which the achievement appears to be lowest. There was no effort to accelerate the arithmetic subject matter of 7th and 8th grades. Note also a gain of 1.2 in social studies information.

Spitzer Study Skills Test

One of the objectives for this special class was the improvement of study skills. Since it was felt that the standardized achievement tests available for elementary school did not have a high enough ceiling, it was decided to administer the Spitzer Study Skills Test* which is designed for grades nine through twelve. In Table IX will be found the distribution of percentile scores of this test. Note that although norms for grade nine at the end of the year are used, nevertheless, the students scored near or above the norm. The best record was made on Test four, **Knowledge of Sources of Information.** On this test the mean percentile score was 77. All of the children scored above the ninth grade norm, eight reaching above the 95 percentile.

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*Harcourt, Brace, and World, Inc., Tarrytown, N. Y.

The next highest score was in Test one, **Using the Dictionary.** The table shows there was a wide distribution of scores. A mean of 66 is good. Next in order was Test five, **Organization of Facts in Note Taking.** Here again the range of scores was wide but the mean was 61. On Test two, **Using the Index** the class mean was 48 and the range of scores was wide. In test three, **Understanding Graphs, Tables, and Maps** the lowest score was made, but this was at the 44 percentile. Of this group of 19 students, eight were above the 50 percentile. In conclusion, therefore, we must stress the very high achievement of this group in all of the study skills measured by the Spitzer Test.

TABLE IX

DISTRIBUTION OF SCORES OF SPITZER STUDY SKILLS TEST

Norms Used: 9.9. Actual Norm for date: 6.1

	Test 1	Test 2	Test 3	Test 4	Test 5	Total 1-4
95-9	2			8		
90-4	3	2	1	3	1	
85-9					2	2
80-4	2	1	3	1		
75-9	1	2			1	3
70-4	3	1	2	2		4
65-9					1	1
60-4	2	1	2	5	4	
55-9						2
50-4	3	2			4	1
45-9						1
40-4	1	3	4		3	2
35-9						
30-4	1	2	2			1
25-9		1	3		1	2
20-4		3	2		1	
15-9						
10-4					1	
5-9	1	1				
Total	19	19	19	19	19	19
Mean	65.78	47.89	44.47	77.21	61.26	60.16

EVALUATION BY G. F. HUNTLEY, PRINCIPAL

The following is an over-all appraisal of the class of exceptionally talented students in the 6th grade taught by Mrs. Louvenia Martin of this school.

Administrative Point of View

School administrators in the Hendersonville City School system have indicated a favorable attitude toward our program for the exceptionally talented children. In the future, a program of this nature can be expected to have the sanction of those administering our schools in Hendersonville.

Parent Interest

Parents of the students who are in this group have shown a very intelligent attitude toward efforts to offer their children more classroom opportunities. They have been objective to a degree, but tolerant. Not one parent has failed to cooperate to the fullest. So long as this attitude continues, a project such as this is certain to be fruitful not only to the individual but to our entire school system, community and state.

Teachers

All teachers, including those who teach 6th graders with abilities lower than the talented, have expressed delight in having such a program going on in our school. As professionals, they have not failed to recognize the worth of a program of this type, designed to help those who are capable of progressing further and faster.

Total School Attitude

For the first few days of school, some few students noticed the composition of the group of talented students with whom they once worked. With care and caution those of us responsible for assigning students, when questions were asked, managed to avoid an issue. Today, the pilot group is just another group in our total school. Since no "difference" exists, the group is not looked upon as being different.

Observations of Pilot Group

Boys and girls who form this group of talented students indicate an awareness of the things expected of them. Due to the talent of the teacher to instill basic virtues, every boy and girl has demonstrated a willingness to pursue to a high degree additional and more advanced material than otherwise had the group been more heterogeneous.

Quality Instruction vs. Cost

Quality instruction costs money. The cost of this program is somewhat greater than that necessary to instruct on a general level due to the necessity of additional and more advanced materials. Such a program can be termed "specialization". The term itself implies additional cost, but the product is well worth the investment. Special preparation of the teacher is also essential. In the case of this school, the special instruction given at Western Carolina College was invaluable in better qualifying the teacher to effectively instruct our exceptionally talented 6th graders.

BOOKS IN CLASSROOM LIBRARY

1. **Easy English Exercises,** World Book Company, Tarrytown, New York.
2. **Social Studies Skills,** Inor Publishing Company, Sweet Springs, Missouri.
3. **Adventures for Readers, Book I,** Harcourt Brace, New York.
4. **The Book of Amazing Facts,** World Publishing Company, New York.
5. **Weather and How it Works,** McGraw Hill, New York.
6. Series of Books: **Japan, China, India, Africa, Soviet Union, British Isles, Switzerland, Spain,** Fideler Company, Grand Rapids, Michigan.
7. **An Atlas of Anatomy,** The Williams and Wilkins Company, Baltimore, Maryland.
8. **The World's Great Religions,** Simon and Schuster, New York.
9. **The World We Live In,** Simon and Schuster, New York.
10. **Around the World Program,** (European and Asian Countries), Charles E. Merrill Company, Columbus, Ohio.
11. **World Geography Readers,** (European and Asian Countries), Nelson Doubleday, Inc., Garden City, New York.
12. **The Golden Book of Poetry,** Golden Press, New York.

REFERENCE BOOKS

World Almanac
World Book Encyclopedia
Book of Knowledge
Thorndike Dictionary, Advanced Junior
Roget's Thesaurus
World Atlas

MAGAZINES

Reader's Digest
National Geographic
National Geographic School Bulletin
Time
Life
Grade Teacher
Elementary English Journal

AUDIO-VISUAL MATERIALS

Maps: Europe, Asia and World
Globe
Microscope
Opaque Projector
Slide Projector
Human Trunk
Tape Recorder
Record Player

TYPICAL UNITS

The following unit description indicates the approach used in teaching two typical units:

UNIT: THE UNITED NATIONS

I. Motivation

The stormy 1960 session of the United Nations motivated the sixth grade pupils to plan and study an interesting unit about the organization.

II. Objectives

A. To learn the origin, purpose, and functions of the U. N.

B. To learn the historical backgrounds of some of the member nations.

C. To learn why the U. N. Headquarters are in New York.

D. To locate information about the U. N. Building.

E. To study about human rights.

III. Activities

A. The pupils reported daily on the activities of the U. N., using information from newspapers, radio, and television programs and magazines.

B. As new countries joined, they located the country and read geographical and historical information about the country.

C. Students read, discussed, and illustrated each of the human rights.

D. A group of pupils presented a class discussion on why a nation should or should not join the U. N.

E. The class presented a humorous and interesting play which related the human rights to family life. They also recited a U. N. choral reading.

F. Students made an attractive bulletin board of news articles and pictures.

G. A mother of one of the pupils gave a very informative report of her recent tour of the U. N. Headquarters. She displayed flags of the member nations, pictures, and many interesting pamphlets.

IV. Conclusion

The children gained a greater knowledge of the United Nations, and became aware of the numerous problems with which this organization is confronted. They realized that these problems could not be easily solved because of the variation of culture and geographic conditions of the member nations.

BOOKS AND MATERIALS

A. Books

Epstein, Edna. **The First Book of the United Nations.** New York: United Nations, 1959.

Fisher, Lois. **You and the United Nations.** Chicago: Children's Press, Inc., 1951.

Galt, Tom. **How the United Nations Works.** New York: Thomas Y. Crowell Company, 1949.

Roosevelt, Eleanor. **Partners, The United Nations and Youth.** Garden City, New York: Doubleday and Company, Inc., 1950.

B. Publications of Organizations

Issues Before the General Assembly. New York: United Nations, 1960.

The Positive Role of the United Nations in a Split World. New York: United Nations, 1960.

United Nations. New York: United Nations, 1960.

UNICEF. New York: United Nations, 1960.

U. S. Department of Health, Education and Welfare. **World Understanding Begins With Children.** Washington: Government Printing Office, 1955.

C. Periodicals

Hammerskjold, Dag. "The United Nations", **NCEA Journal,** October, 1960.

Hunt, Ruth J. "Appreciation of Other People", **The Instructor,** October, 1955.

Hutzelman, Luciana. "Children of the World", **Grade Teacher,** October, 1959.

Ross, Sid. "The Loneliest Man in the World", **Parade,** October 23, 1960.

D. Newspapers

The Asheville Citizen, September, October, 1960.

The Charlotte Observer, September, October, 1960.

Weekly Reader, October 17-21, 1960.

Young Citizen, September 12, 1960.

EVALUATION

1. Pupils worked independently. Individual help was important, but the material did not have to be repeated so much.
2. The attention span of the pupils was longer.
3. More extensive study was done in less time.
4. More time was devoted to accurate and longer written compositions.
5. The number and type of books read indicated a wide range of interests.

UNIT: AIR TRAVEL

I. Motivation

The fact that air travel made it possible for the two presidential cadidates to speak in several distant cities the same day fascinated the sixth grade pupils. They wanted to learn more about rapid transportation.

II. Objectives

A. To learn some of the historical discoveries that eventually led to the invention of the airplane.

B. To learn how the atmosphere affects airplane flights.

C. To learn more about the parts and equipment of an airplane.

D. To learn some of the technical terms used in aviation.

E. To learn how air travel has influenced:

  1. Health—Rapidly transporting medicines or taking patients to distant medical centers for special treatment.
  2. Trade—fresh and perishable foods and flowers can be sent to distant markets rapidly.
  3. Defense—transfer troops and equipment to troubled areas.

F. To study some of the numerous occupations in air manufacturing and travel.

G. To learn how heavy equipment is loaded on transport planes.

H. To follow the constant and rapid improvements in air travel.

III. Activities

A. Pupils collected and mounted pictures of different types of airplanes.

B. Pupils made special study of careers in aviation.

C. Some of the boys displayed model airplanes.

D. Some other pupils wrote to major airplanes for information.

E. Students read and reported on magazine articles and books about aviation.

F. Presented oral reports on the tragic air crashes of 1960.

G. Some pupils performed experiments to show the effect of air pressure.

H. The class toured Donaldson Air Force Base, Greenville, South Carolina. Compositions, in letter form, were written to some friends or relative describing the trip. Each pupil wrote an arithmetic problem using some of the number facts about the planes. The class solved these problems. They wrote thank-you notes to the parents and principal who provided the transportation, and to the air base guides for their courteous service.

IV. Conclusion

The pupils were extremely interested and worked hard on this study, but realized that we covered only a fraction of the information about this popular phase of transportation. Some were interested enough to continue studying and reading after we had concluded the unit.

ARITHMETIC PROBLEMS—AIR TRAVEL UNIT

1. A tire of a C-124 Globemaster transport plane costs $800 and lasts for 24 landings. This plane has 6 tires. How much would tires cost for 196 landings?

2. If the cost of one 110-B crash truck is $76,000, how much would 5 cost? 7 cost?

3. A C-124 is valued at $1,646,406. How much would 5 cost? 7 cost?

4. A C-124 is 1,020 inches long, How many feet is that?

5. A C-124 can carry 200 troops. How many can 156 C-124'S carry?

6. There are 11 fire trucks on the air base and each weighs 44,000 pounds. What is the total weight of the trucks?

7. Fourteen thousand pounds of paper were used to draw the plane of the C-124. How many tons is that?

8. If a fire truck discharges 1,250 pounds of CO_2 per minute, how much would it discharge in three minutes?

9. A C-124 can carry 136 litter patients. How many patients can 47 C-124's carry?

10. A C-124 weighs 185,000 pounds. A crash Fire Fighter weighs 44,000 pounds. How many more pounds does the C-124 weigh?

11. The length of a C-124 is 174 inches. How many feet are there in 37 C-124's.

12. A fire truck carries 1,000 gallons of water and 100 gallons of foam. How much foam and water does it carry?

13. Each soldier carries 100 pounds of equipment and 200 men can ride in the C-124. How much would two planes fully loaded weigh if the weight of the plane was 185,000 pounds and the average weight of each man was 150 pounds?

BOOKS AND MATERIALS

A. Books

Douty, Esther M. **Ball in the Sky.** New York: Henry Holt, 1956.

Knight, Clayton. **The Story of Flight.** New York: Grosset and Dunlap, 1954.

Lewellan, John. **Jet Transportation.** New York: Thomas Y. Crowell, 1955.

Neville, Leslie E. **The Aviation Dictionary for Boys and Girls.** New York: McGraw-Hill, 1944.

Potter, Jean. **Flying Frontiersman.** New York: The Macmillan Company, 1956.

B. PUBLICATIONS OF ORGANIZATIONS

Masters of the Air. Washington: Smithsonian Institute, 1954.

The Airport and You. New York: United Air Lines, 1958.

Your Future in Air Transportation. New York: United Air Lines, 1958.

CHAPTER 9

HENDERSONVILLE HIGH SCHOOL

Grades 8-12

By Elizabeth Price, Counselor

Note: In this center the Commission wished to demonstrate ways in which a full time counselor might promote a program for superior and gifted students. **Editor**

Before September, 1960, Hendersonville High School had only a part-time counselor. The assistance of the Commission made it possible to have the equivalent of a full-time counselor, with the work divided between two persons.

INTRODUCTION

The Hendersonville High School has the usual four classes, with the addition of the eighth grade, which is housed in the same building.

THE WORK OF THE COUNSELOR

The counselor has worked in counseling, testing, transcripts, and advanced work.

The counselor called in all the juniors, sophomores, freshmen, and 8th graders for individual counseling. This period was used to review with the student his past grades, test scores, and activities. Then there followed a discussion of his courses for the next year, of his goals for the future, and of any problems that he presented.

The following number were seen in this manner:

Juniors	108
Sophomores	114
Freshmen	142
8th Grade	174
Total	538

Approximately one hundred came to see the counselor at their own request to discuss personal, educational, or vocational problems. Fifty-five parents came for consultation. A number of referrals were taken from teachers and the principal.

The counselor has requested fifty transcripts from other schools. She has sent out two hundred twelve transcripts. Many of these had to have standard test scores, activities and character analysis.

One classroom teacher has a period for senior counseling. She has contacted all seniors about educational and vocational plans. She has given out information on scholarships and helped students to obtain them. One student has been accepted by Western Carolina College to do advanced work in Modern European History in the summer of 1961. Several students have received scholarships.

TESTING PROGRAM

The following tests were given in 1960-1961.

Seniors:	SRA Reading Air Force Test (boys) Subject area tests
Juniors:	National Merit Scholarship Qualifying Test Preliminary Scholastic Aptitude Test Subject area tests
Sophomores:	California Mental Maturity Essential High School Content Battery Subject area tests
Freshmen:	Iowa Silent Reading Test of Educational Ability Subject area tests
8th Grade:	Metropolitan Achievement California Algebra Aptitude Test

Results of tests are as follows:

Seniors:	NMSQT	1960-showed 31 above 100 on selection score or above 79th precentile.
	Air Force	1961-showed 19 seniors out of 58 with a "perfect score" making them eligible for the very best technicaltraining in the Air Force.
Juniors		The National Merit Scholarship Qualifying test showed 28 out of 45 above the 80th percentile. If this test is predictive, our better students are working to capacity.

Sophomores:	California Test of Mental Maturity showed 16 out of 118 above the 80th percentile. Essential High School Content Battery results are not in at this time.
Freshmen:	TEA showed 20 out of 148 above 80th percentile. Iowa Silent Reading showed 24 out of 147 above the 80th percentile.
8th Grade:	California Algebra Aptitude showed 51 out of 137 above the 80th percentile and 52 more from the 50th to the 80th percentile. Metropolitan Achievement test results are not in yet.

Area Tests:

Physics	Median 81st percentile
Chemistry	Median 72nd percentile
Biology (in two superior classes)	Median 91st percentile
American History	Median 74th percentile
World History	Median 88th percentile
General Science	Median 54th percentile
Plane Geometry	Median 72nd percentile

Classes for next year will be formed by using as a guide rule the teachers' grades and the results of standard tests.

SUPERIOR CLASSES IN HIGH SCHOOL

The English classes are sectioned according to ability. The high groups in the senior class help plan their course and take more composition and literature. Five out of one class formed an individual work group. With the teacher's help they planned and did much more composition and grammar.

The superior Junior English class had a reading list recommending much more advanced books. They had a far greater number of compositions. The type of work done has been in accordance with abilities of exceptional students.

Sophomore English classes have done nothing unusual, but they have gone deeper into the work than the lower ability groups.

The Freshmen English superior class followed an outstanding program as shown in the following outline.

Advanced assignments for superior class in freshman English

I. Unit on "The Age of Chivalry"
  A. Class study—**The Vision of Sir Launfal**
  (Removed from Jr. English anthology.)
  Issued old textbooks
  B. Book reports: Novels-Middle Ages
  C. Paraphrase memory gem (theme)
  D. Selected figures of speech
    1. Similes
    2. Metaphors
    3. Hyperboles, etc.
  E. Reviewed Tennyson's **Idylls of the King**
  F. Projects: castles, medieval weapons, costumes, transportation, etc.

II. Mid-term examination: 10th grade test.
  A. Five were exempt.
  B. No failures, many high grades.

III. Poetry
  A. Used advanced methods for scanning poetry in 9th grade anthology. Students were able to recognize rhythm as (1) iambic (2) dactilic (3) anapestic and (4) trochaic, instead of running, marching, waltzing, and galloping.
  B. Developed "tools of the poet:"
  (1) alliteration (2) figures of speech (3) poetic license (4) recognized these in independent reading.
  C. Recognized types of poetry
    1. Narrative
    2. Lyric: a. Sonnet
      b. Ballad, etc.
    3. Free verse, etc.
  D. Special reports (Oral)
    1. Selected one poet
    2. Read widely
    3. Reported on 10 poems
    4. Criticized poems
    5. Shakespeare, Milton, and other selected poets.
  E. Composition-Evaluated unit on poetry.

IV. Final Examination:

- A. Grammar—Junior English test
- B. Theme—Evaluation of book reports made in class

V. Independent reading.

All students increased independent reading. One student averaged one book a week.

Results of final examinations are not yet available.

ENRICHED PROGRAMS IN THE EIGHTH GRADE CLASSES

The eighth grade is departmentalized in the following subjects: English, mathematics, science, history, and reading. In addition to these, each student is given one period of art a week, one period of music a week, and the remaining periods are divided between study periods and physical education.

Students are grouped according to (1) teachers' grades, (2) I. Q.'s, (3) achievement tests. This grouping is done in the following ways: students are grouped by taking out those people who are expected to do well in their various classes and putting them in one group; those who will have trouble and will need remedial work are put in another group; the remaining students, if possible, are divided into several groups. Oftentimes, however, those in the middle groups are of nearly the same ability.

One special experiment being done this year is to improve reading—both speed and comprehension. For this program we use the SRA Reading Laboratory and other available reading materials.

Students can be moved up or down in their classes according to the progress they have made.

Reading

Students in the superior eighth grade class were encouraged to establish good reading habits at individual reading levels by:

1. Reading record cards
2. Informal "share-it" sessions on what they were reading
3. Paper back books ordered through Campus and TAB book Clubs.

4

In addition to the regular textbooks the class subscribed to the Literary Cavalcade which exposed them to a good variety of styles of writing. From these there developed considerable vocabulary study and testing with essay type questions.

Considerable interest was shown in drama. The class would read the drama sections of the Cavalcade in class. The class gave two skits at Christmas, one of which was written by three of the students.

Science

The science class was given work beyond the book in the form of lectures and notes almost daily. Also many research papers were assigned as additional work.

History

The class worked far above the grade level. There were scrapbooks, debates, and library periods for research.

English

The work done was mostly on a high school level. Materials used were from high school English book and workbooks.

There were many oral reports above regular work. Types varied as impromptu, after dinner speeches, educational, etc.

A class in Spanish was taught by an eighth grade student. All work was mimeographed, tests given, and results recorded.

Mathematics

After tests showed the two high classes in mathematics were proficient in general mathematics, algebra was started about the middle of the year. These students should do well in algebra in the ninth grade.

There is one class of eighth grade students taking algebra I and one class of ninth grade students taking plane geometry. It is planned to keep these advanced students together in mathematics all during high school. Perhaps algebra III or some other advanced course will be offered them during their senior year. The California Algebra Aptitude test was given the eight grade students to help in counseling those planning to take algebra. This will supplement the teacher's grade and judgment. Also, this same test has been given to the better students in the seventh grade to help identify those who are ready to take algebra in the eighth grade. The advanced classes have done very satisfactory work.

The chemistry and physics classes are screened so that advanced work may be done in these classes. Algebra II is required for admittance.

Activities

The eighth grades have an activity period when they may choose art, chorus, band, or athletics. This gives a chance for individual interests and abilities to be developed.

CHAPTER 10

PITT COUNTY, NORTH CAROLINA

By Thomas L. Strickland

INTRODUCTION

Beginning with the school year 1960-61 the Pitt County Board of Education upon the request of the North Carolina Commission to Study the Public School Education of Exceptionally Talented Children, established a pilot center to help determine the best methods of training talented children. During the summer of 1960 a program was set up and approved by the Commission. This program was initiated in the fourth, fifth, sixth, seventh, and eighth grades in the areas of science and mathematics. (See teaching schedule.)

With the thought in mind that the purpose of this pilot center is to help ascertain the best methods of training talented children, in the rural areas of North Carolina, the following objectives have been set forth:

1. To determine the feasibility of utilizing the itinerant teacher in school systems where there are not enough students to merit hiring a teacher for each school.

2. To further determine if the crossing of grade lines, in areas where the sequence of basic skills does not interfere, can be instituted to bring sufficient students together in one classroom.

PURPOSE AND SCOPE

In keeping with the thought that the primary purpose of this program is to prevent the waste of our greatest resource, the talented child, the following objectives have been set forth:

1. To consider all phases of growth and development in the identification of talented pupils. To further consider the background to which the individual has been subjected, the way in which he is superior to others, the nature of his interests, and the strength of his motivation.

ITINERANT TEACHING SCHEDULE

Monday	Tuesday	Wednesday	Thursday	Friday
Eighth Grade Science Farmville 8:45 - 9:40	Eighth Grade Science Ayden 8:35 - 9:30	Eighth Grade Science Farmville 8:45 - 9:40	Eighth Grade Science Ayden 8:35 - 9:30	Office Pitt County Board of Education 8:30 - 4:30
Sixth Grade Science Farmville 10:45 - 11:40	Eighth Grade Math Ayden 9:30 - 10:25	Sixth Grade Science Farmville 10:45 - 11:40	Eighth Grade Math Ayden 9:30 - 10:25	Office Pitt County Board of Education 8:30 - 4:30
Fifth Grade Science Farmville 12:30 - 1:25	Fourth & Fifth Science Ayden 10:45 - 11:40 (Combination Class)	Fifth Grade Science Farmville 12:30 - 1:25	Fourth & Fifth Science Ayden 10:45 - 11:40 Combination Class)	Office Pitt County Board of Education 8:30 - 4:30
Seventh Grade Science Farmville 1:30 - 2:25	Sixth & Seventh Science Ayden 1:00 - 1:55 (Combination Class)	Seventh Grade Science Farmville 1:30 - 2:25	Sixth Grade Science Ayden 1:00 - 1:55 (Combination Class)	Office Pitt County Board of Education 8:30 - 4:30
Office Pitt County Board of Education 3:00 - 4:30	Office Pitt County Board of Education 2:30 - 4:30	Office Pitt County Board of Education 3:00 - 4:30	Office Pitt County Board of Education 2:30 - 4:30	Office Pitt County Board of Education 8:30 - 4:30

2. To provide for each student an enriched program that will enable him to develop to his fullest capacity.
3. To provide for the talented pupil the curriculum required by State, with added enrichment.
4. To provide the necessary guidance so that the program can play its fullest role in the over-all enrichment program designed to meet the special needs of talented children.

ADMINISTRATION

Screening of Students

The process of screening of students must be thoroughly understood by all concerned. Otherwise, much shifting of students will take place, thus creating dissention among teachers, students, and parents. Teachers should be encouraged to weigh their evaluations carefully before making their recommendations.

Soliciting help from parents

For those parents of students participating in the program a meeting should be held to inform each parent how the program is to operate. This meeting should be held prior to initiation of the program or prior to a student entering the program. Parents should be notified if their child is not working up to expectations. Also notification should be made when students are transferred into or out of the program. All this makes for a better informed public which is to vital to the program.

P.T and teachers' meeting attendance

It will often be hard for the itinerant teacher to attend P.T.A. and teachers' meetings. However, it is highly recommended that every effort be made to attend as many meetings as possible. These meetings will give the itinerant teacher a chance to become better acquainted with individual teachers and to develop a relationship that makes for a better working environment. Much can be learned from attendance at P.T.A., and the informal talks with parents which usually follow the meeting. Parents are proud of the fact that their child is included in such a program, and in most cases will go out of their way to fulfill requests by teachers.

Relationship with other teachers

The itinerant teacher spends very little time at any one school, therefore his relationship with other teachers will suffer somewhat. Every effort should be made to establish better relations with all members of the faculty when the opportunity presents itself.

Correlation of material with regular classroom teachers

For the itinerant teachers who have to correlate their work with regular teachers it is suggested that this be done for each class period. Periodic meetings with each teacher will help to better plan the work.

Shifting of Students

Shifting of students from the program can present problems not only for the child but for teachers and parents. Cooperation from parents must be solicited so that changes can be made with as little damage as possible. If parents understand the program and what is expected of their child, must criticism can be stopped before it begins.

Cooperation of itinerant teacher and principals

To initiate and carry on a successful program the establishment of rapport must be accomplished between the itinerant teacher and principals. In cases where facilities are used by other personnel, when not in use by the itinerant teacher, many conflicts can arise unless precautions are taken.

Report cards and grades

In cases where the itinerant teachers are correlating their work with another teacher, conflicts can arise over grades. Familiarization with grading procedures of school and individual teachers will greatly help in avoiding such conflicts.

The Eighth Grade Program

As shown on the Teaching Schedule, the eighth grade class at Farmville met Mondays and Wednesdays, and the class at Ayden met Tuesdays and Thursdays. An additional text was used. On the remaining three days, the students returned to their regular science class. This, of course, made it necessary for the itinerant teacher to work closely with the regular teacher

Each teacher assigned a mark, and these marks were averaged and entered on the report card.

In addition to the science instruction, the itinerant teacher met a group of eighth grade pupils on Tuesdays and Thursdays, at the second period, for mathematics instruction. Here also a separate text was used. The group was not given algebra. Rather, the effort was to enrich the eighth grade curriculum, and ease the transition to algebra.

The Seventh Grade Program

Since this program is described in detail later, no further comment is given here.

The Sixth Grade Program

The program for the sixth grade class at Ayden is the same as the seventh grade program explained later, since it was a combination class.

The sixth grade program at Farmville used the state-adopted text. The chief difference was that many more experiments were performed by the teacher and students as a demonstration before the class of twenty-three students.

The Fifth Grade Program

At Farmville the program for the fifth-grade students was scheduled two days a week. The regular state text was used. Twelve pupils were selected, four withdrew after the second marking period, and one transfer pupil was added. The teacher, with the help of students, conducted demonstrations in such areas as electricity and plant propagation.

The Combination Fourth-Fifth Grade Program

At Ayden, the combination class met twice a week. There were nine fourth graders and ten from fifth grade. The regular text was used. Because of the difference in the maturity of the fourth and fifth grade groups, it was not possible to enrich the curriculum to the extent possible in the fifth grade at Farmville However, much more was done than is normally possible in a fourth or fifth grade class. The students worked very well together. A feature of the work here was a unit on the weather.

CURRICULUM AND CLASSROOM PROCEDURES

Since space does not permit a detailed explanation of the curriculum and procedure used at each grade level the material found herein applies only to the seventh grade. However, the procedure used in each class was basically the same, with the exception that lectures were cut to a minimum in the lower grades.

In planning a science program for beginning junior high pupils there are several questions that should be considered. Answers to these questions will help teachers to better initiate their program and to fit it to the needs of their pupils. We have, in planning our program for the seventh grade, tried to consider the answers to the following questions.

1. What can be accomplished by enriching science in the curriculum? Answer to this question will help to establish objectives for the program.
2. What procedures shall be used in presentation of the science material? Answers to this question will help in determining methods of achieving the objectives.
3. What can be done for the pupils to help in developing correct skills, habits, and concepts? Answers to this question will help establish the subject matter to be included in the curriculum.
4. What can we expect from the material covered? Answers to this question will be the accomplishment of the objectives.
5. What books and supplies are needed to carry out this program? Answers to this question will determine the location and availability of needed equipment and books.

We feel that much emphasis should be placed on answers to question three above, dealing with selection of subject matter. Subject matter will receive a better reception from all concerned if it includes activities based on the everyday life of the pupils. It should be noted that if this policy is followed, not all facts and principles can be taught. With this in mind those facts and principles occurring most frequently should receive the greatest emphasis.

The following outline indicates the pace that was set and the content.

Text: Davis, Ira C., John Burnett, and E. Wayne Gross, **Science: Observation and Experiment.** Henry Holt and Company, New York, 1958. 403 pp.

Unit I—How can you learn science?

September 12 - 16	Section A and B Vocabulary for unit I Pupil activities pp. 8, 9, 11, 13 Review questions pp. 8, 13
September 19 - 23	Section C and D Pupil activities pp. 13, 15, 17 Conduct controlled experiment Review questions pp. 16, 19 Superstitions of the community
September 26 - 30	Section E Pupil activity pp. 20, 22 Review questions p. 26 Student reports Review questions at end of unit I Test unit I

Unit II—What is fire and how can we control it?

October 3 - 7	Discussion of Test I Discussion of introduction to unit II Section A and B Vocabulary for unit II Demonstrations pp. 38, 42, 43 Review questions pp. 36, 44, 45
October 10 - 14	Section C and D Student reports Demonstrations pp. 50, 51, 58, 59 Pop test (vocabulary) Review questions pp. 52, 60
October 17 - 21	Section E Student reports Demonstrations pp. 60, 62 Review questions p. 62 Review questions at end of unit II Test II

Unit III—Why is water our greatest natural resource?

October 24 - 28	Discussion of Test II Discussion of introduction of unit III Section A and B Vocabulary for unit III Special reports Demonstrations by students pp. 72, 73 Review questions pp. 73, 78
October 31 - Nov. 4	Section C and D Pop Test Student reports Demonstrations p. 82 Review questions pp. 80, 82
November 7 - 11	Section E Demonstration p. 83 Student reports Review questions at end of unit III Test unit III Discussion of test III

Unit IV—Weather and Climate

November 14 - Dec. 2	See attached unit plan for material covered in this unit

Unit V—What is light and how do you use it?

December 5 - 9	Discussion of introduction to unit V Section A and B Vocabulary for unit V Pupil activities pp. 124, 131, 132 Demonstrations pp. 125, 126, 127 Review questions pp. 129, 134
December 12 - 16	Section C and D Pupil activities pp. 140, 142, 147

Demonstrations pp. 141, 144, 145
Pop test (vocabulary)
Review questions pp. 142, 147
Review for exam
Exam

January 2 - 6

Section E
Demonstration pp. 147, 148
Review questions p. 150
Review questions end of unit V
Test on section E

Unit VI—What is sound and why is it important to you?

January 9 - 13

Discussion of test on section E (unit V)
Discussion of introduction to unit VI
Vocabulary for unit VI
Section A and B
Vocabulary test
Demonstrations
Pupil activities pp. 160, 162, 163, 164
Review questions pp. 161, 166

January 16 - 20

Section C and D
Student reports
Pop test
Pupil activities pp. 167, 169, 174
Demonstrations by students p. 174
Review questions pp. 172, 174

January 23 - 27

Section E
Demonstrations by students pp. 176, 177, 178, 181
Pupil activity pp. 179, 180
Review questions p. 182
Review questions end of unit VI
Test unit VI
Discussion of Test VI

Unit VII—How is electricity generated and used?

January 30 - February 3

- Discussion of Test VI
- Discussion of introduction to unit VII
- Orbital theory of Atomic Structure
- Vocabulary for unit VII
- Section A and B
- Pupil activity p. 192

February 6 - 10

- Section C and D
- Demonstration pp. 204, 205, 206
- Review questions pp. 198, 202
- Review questions pp. 208, 212
- Review questions at end of unit VII
- Test unit VII

Unit VIII—How is magnetism used in the home and in industry?

February 13 - 17

- Discussion of introduction to unit VIII
- Vocabulary for unit VIII
- Sections A and B
- Pupil activity pp. 220, 221, 222, 224
- Demonstration by students pp. 221, 223, 226

February 20 - 24

- Review questions pp. 225, 229
- Sections C and D
- Test on unit VIII vocabulary
- Pupil activity p. 233
- Demonstrations pp. 230, 231, 234
- Review questions pp. 231, 235

February 27 - March 3

- Section E
- Demonstrations pp. 235, 236, 237
- Review questions end of unit VIII
- Student reports
- Test unit VIII
- Discussion of unit VIII test

Unit IX—How can you keep your body healthy?

March 6 - 10	Discussion of introduction to unit IX Vocabulary for unit IX Section A and B Respiration system Review questions p. 252
March 13 - 17	Circulation of blood through the heart Pupil activity p. 253 Review questions p. 254 Test on section A and B
March 20 - 24	Section C and D Pupil activity pp. 257, 262 Demonstrations p. 256 Review questions pp. 260, 262 Pop Test
March 27 - 31	Section E and F Pupil activity p. 265 Demonstrations p. 266 Review questions pp. 267, 269 Student reports
April 4 - 7	Section G Demonstration p. 270 Student reports Review questions p. 274 Review questions pp. 275, 276 (end of unit) Test on unit IX Discussion of test

Unit X—How does your body use foods?

April 10 - 14	Discussion of introduction to unit X Sections A and B Vocabulary for unit X Demonstrations pp. 283, 287, 289 Review questions pp. 286, 290 Vocabulary test

April 17 - 21

Sections C and D
Review questions pp. 294, 298
Student reports

April 24 - 28

Section E
Special reports by students
Review questions end of unit X
Review unit X
Test unit X

Unit XI—How do plants grow and how do you use them?

May 1 - 5

Discussion of introduction to unit XI
Vocabulary unit XI
Section A and B
Pupil activity pp. 309, 313, 314
Review questions pp. 312, 316

May 8 - 12

Section C and D
Pupil activity pp. 316, 317, 319, 321, 327
Demonstrations by students pp. 325, 326
Review questions pp. 320, 330
Student reports

May 15 - 19

Section E
Student reports
Pupil activity p. 334
Demonstration by student p. 336
Review questions end of unit XI
Test unit XI

May 22 - 26

Review for final exam
Final Exam

ENRICHMENT OF A TYPICAL UNIT

The enrichment procedures that follow indicate one way in which a particular unit can be enriched.

Unit VI—What is sound and why is it important to you?

Since sound is a topic that does not receive the added attention, as does electricity, magnetism, human anatomy, and some others, much emphasis was placed here. Upon a thorough investigation of the material the pupils became more aware of the importance involved in sound and the underlying principles which make possible many of our modern conveniences.

As the material in the text was being covered, pupils were asked to choose topics of special interest to them and to do outside research. This material was organized into research report form and turned in. Reports of special interest, such as the telephone, sound proofing, musical instruments, and local laws governing sound were presented to the class.

Unit VII—How is electricity generated and used?

After covering the basic material as outlined in the weekly schedule, the pupils were allowed to assemble in groups and do research on a number of topics, covering electricity, that they had chosen as being of interest to them. After research had been done, both in and out of class, the reports were presented to the class in the form of panel discussions and individual reports. Demonstrations by the pupils were used to illustrate many principles applying to their respective reports.
Some topics for these groups were as follows:

1. The History of Electricity
2. Parallel vs. Series Circuits
3. Transformers and Their Uses
4. The Electric Motor (An electric motor was built by a pupil to illustrate this principle)
5. Television: Its Uses

Unit VIII—How is magnetism used in the home and industry?

In unit seven the pupils became familiar with the Orbital Theory of Atomic Structure. This understanding helped considerably in explaining the properties of magnets. Since magnetism and electricity are related, units seven and eight were correlated very closely.

The pupils were introduced to scientists such as Coulomb, Ampere, and Oersted. It was emphasized, in showing the relationship of electricity and magnetism, that a change in motion of an electric charge produces a magnetic field. An electron revolving about an atom constitutes an electric current, therefore a magnetic field is associated with this phenomenon. It was pointed out there are similarities and differences between charged and magnetized bodies, e.g., only certain bodies can be magnetized while all bodies may be charged. However, the laws of attraction and repulsion apply in both cases.

A visual effect of a magnetic field was demonstrated to the class with iron filings. Many demonstrations, such as magnetizing by induction, were used.

Unit IX—How can you keep your body healthy?

Unit X—How does your body use foods?

Since these two units are related so closely with the health classes, we used our science class for a thorough study of human anatomy and physiology, while the health class was utilized to emphasize practices and procedures for maintaining a healthy body.

With the added interest on the study of the human body and the fact that radio, television programs, books, and newspapers present advances in medical science almost as they occur, modern pupils approach their study of human anatomy and physiology with considerable interest and background knowledge.

We began our study of the human body with a presentation of the human tissues, organs, and systems. Much emphasis was placed on the interrelations of the various body parts working as a functional unit. Body control was introduced with a study of sense organs and the nervous system. This was followed by a study of the endocrine system as a controlling factor. The effects of alcohol and narcotics were presented to conclude the unit.

UNIT PLAN

This outline on weather is typical of the unit approach.

WEATHER

I. Three layers of atmosphere.

  A. Troposphere.

    1. Extends about 7 miles high.
    2. Layer in which all weather conditions exist. All clouds located in this layer.

B. Stratosphere.
   1. Extends about 50 miles high.
   2. Layer in which pilots usually fly to avoid weather conditions.

C. Ionosphere.

11. Types of clouds. There are three types and from these approximately 27 cloud formations are formed.

A. Stratus.
   1. Spread-out clouds near the earth's surface. Without shape.
   2. Usually gray and are seen early in morning or late evening.
   3. Fog is a stratus cloud near surface of earth.
   4. Stratus may change to nimbo-stratus from which rain will fall.

B. Cumulus.
   1. Hillshaped clouds about 1 mile from earth surface.
   2. Appear to be piles of fluffy cotton.
   3. Growing cumulus clouds usually have strong updrafts and down-drafts.
   4. Easily changed into black thunderheads called cumulo-nimbus clouds.

C. Cirrus.
   1. Highest of all clouds. 5-7 miles high.
   2. Located near top of troposphere.
   3. Composed of ice crystals.
   4. Travel with rapid currents.
   5. Usually are advance warning of storms.

III. Weather Factors.

A. Nature's principal weather makers.
   1. Air temperature.
   2. Air pressure.
   3. Air motion.
   4. Air moisture.

B. Temperature. The degree of heat of a substance. The state of motion of molecules. Measured by thermometer.
   1. Thermometers.

- a. Bi-metal. Ex. Thermostat.
- b. Liquid. (Mercury or alcohol.)
  - (1) Fahrenheit scale.
  - (2) Centigrade scale.

2. Types of thermometers.
   - a. house
   - b. cooking
   - c. clinical
   - d. chemical
   - e. oven

C. Air pressure. Weight of air. Measured by barometer.

1. Barometers.
   - a. Mercury
   - b. Aneroid

2. Facts concerning air pressure.
   - a. Air pressure at sea level is 14.7 pounds per square inch.
   - b. Air pressure decreases as the altitude increases.
   - c. Barometer readings change almost constantly due to motion of air and amount of moisture in air.
   - d. Moist air weighs less.
   - e. Cold air weighs more than warm air, making air pressure higher in winter.

D. Air motion. (Wind) Caused by unequal heating of earth's surface.

1. Kinds of wind.
   - a. Local winds. Caused by unequal heating of air locally. Ex. Summer breeze and heavy winds before thunderstorm.
   - b. Air masses. Large masses of air that move over land and seas without much mixing unless warm mass meets cold mass. This produces storms.

2. Storms.
   - a. Cyclones. Cover large area and travel very slowly. Winds 90-130 mph.
   - b. Tornadoes. Very destructive with winds from 200-300 mph.

c. Hurricanes. Storms that start in ocean areas and move inland. Winds range from 50-100 mph.

E. Air moisture. Humidity. Measured by hygrometer.

1. Relative humidity. Relation of the amount of moisture in the air to the amount that could be in the air at a given temperature.

2. Absolute humidity. Amount of moisture present in a unit volume of air.

3. Hygrometer. Composed of two thermometers-a wet and dry bulb.

F. Precipitation.

1. Dew and frost.
   a. Dew. Condensed moisture on cold objects.
   b. Frost. Moisture which freezes before condensing

2. Clouds and fog.
   a. Clouds. Particles of water that condense from moisture in atmosphere. Moisture condenses on dust particles.
   b. Fog. Low stratus clouds near surface of earth.

3. Birth of a rain drop.
   a. Natural. Moisture condenses on dust particles. These drops may vary in size from 1/50 to 1/5 inch.
   b. Artificial. Tiny bits of ice are sprinkled in the clouds so that the moisture will be cooled and have something to condense on.

4. Preventing rain. To prevent rain the air is over-seeded so that no one particle can collect enough moisture to fall as rain.

5. High altitude air.
   a. Compression. Compressed air is much hotter than expanded air due to the fact that the molecules are moving faster when air is compressed.
   b. Expansion. Air that is expanded is cold because molecules are moving slower. When air near the surface which is compressed rises, it expands. Thus hot air cools as it rises.

6. Snow and sleet.
    a. Snow. Formed when the air is below 32 degrees. The moisture will form into tiny crystals. More crystals form on each other until a snow flake is built up.
    b. Sleet. Formed when rain drops freeze. Also when snow melts and freezes again.

7. Hail. Formed by rain drops being tossed high into atmosphere by up-drafts where the air is below 32 degrees. Drops can fall and be hurled back up many times before finally falling to earth. This causes hail to be formed in layers of ice.

IV. Storm Areas.

A. Local storms.

1. Local weather.

2. Thunderstorms. Caused by moist air being lifted fast enough and far enough. Name thunder means noise.
    a. Frontal thunderstorms. Caused when a cold air mass pushes in under a warm air mass. Most thunderstorms are of this type. This type freshens and cools the air.
    b. Air mass thunderstorms. Caused when a mass of air is heated so hot that it rises due to the air crowding in on all sides. Air after storm will be hot and humid. Often occurs as follows:
        (1) Morning sky clear with humidity high.
        (2) Middle of morning, cumulus clouds form and temperature rises.
        (3) Afternoon temperature will be higher with cumulonimbus clouds being formed.
        (4) Storm will break in late afternoon and disappear after sunset.

3. Lightning.
    a. Static electricity.
    b. Electrons. Negative charges of electricity.
    c. Protons. Positive charges of electricity.

B. General storm areas.

1. Cyclones or lows. Caused by unequal heating of large land areas. The storm area may be several hundred miles in diameter.

2. Anticyclones or highs. Caused when warm air cools and settles toward the earth. It pushes hard on the earth producing a high. The air in a high moves in a clockwise direction.

BOOKS AND MATERIALS

The books listed here were used in presenting the materials to the seventh grade classes. Additional books, not listed, were used for research.

Bawden, Arthur Talbot, **Man's Physical Universe.** New York: The MacMillan Company, 1953.

Davis, Ira C., and John Burnett and El Wayne Gross, **Science Observation and Experiment 1.** New York: Henry Holt and Company, 1958.

________, **Science Experiment and Discovery 2.** New York: Henry Holt and Company, 1958.

Dull, Charles E., H. Clark Metcalfe, and John E. Williams, **Modern Physics.** New York: Henry Holt and Company, 1960.

________, Physics Workbook. New York: Henry Holt and Company, 1960.

Holton, Gerald, **Introduction to Concepts and Theories in Physics Science.** Cambridge: Addison-Wesley Publishing Company, Inc., 1953.

Moon, Truman, J., James H. Otto, and Albert Towle, **Modern Biology.** New York: Henry Holt and Company, 1960.

Noll, Victor H., **The Teaching of Science in Elementary and Secondary Schools.** New York: Longmans, Green and Company, 1939.

Materials

Some materials were purchased. Others, as indicated, were borrowed.

Aquarium
Asbestos and wire gauze

Barometer, aneroid
Beakers, 250 cc
Bunsen burners
Clamps, for ring stand
Compass, small
Cover slips
Dry cells
Flasks, Florence, 250 cc
Galvanometer (borrow from high school)
Glass tubing, 6 mm
Graduates
Hygrometer
Iron file
Magnets, bar and horseshoe
Magnifying glass
Microscope (borrow from high school)
Motor, simple (borrow from high school)
Prism
Ring stand
Rubber stoppers
Rubber tubing
Slides, glass
Test tube holder
Test tubes, 6 and 8 inch
Thermometers, F and G
Tuning forks
Vacuum pump or aspirator (borrow from high school)
Voltmeter (borrow from high school)
Wire, copper, plain and insulated
Acids, HCL and H_2SO_4 (borrow from high school)
Ammonia water (borrow from high school)
Calcium Hydroxide (borrow from high school)
Carbon rod (borrow from high school)
Copper strips (borrow from high school)
Copper sulfate (borrow from high school)
Fehling's solution (borrow from high school)
Iodine, tincture of (borrow from high school)
Iron filings (borrow from high school)
Sodium bicarbonate (borrow from high school)
Sodium peroxide (borrow from high school)
Zinc, mossy and strips (borrow from high school)
Candles
Flashlights
Food coloring
Linseed oil (borrow from high school)

Paraffin
Splints, wooden

Films

The following films were borrowed from the Pitt County Film Library:

Alcohol and The Human Body
Body Defenses Against Diseases
Digestion of Foods
Electricity All About Us
Electrodynamics
Elements of Electrical Circuits
Fundamentals of Diet
Heart and Circulation
Human Body: Skeleton
Introduction to Electricity
Mental Health
Sound Waves and Their Uses
Teeth: Their Structure and Care
What is Science?

EVALUATION

One year is all too short a time to evaluate a program such as the one in Pitt County. However, it is possible to state certain tentative conclusions.

1. Areas to be included.

It seems desirable to limit an itinerant teacher to one subject. In this case, science appears to offer greater enrichment possibilities than mathematics.

The program might well be limited to upper-grade pupils, those in grades 8, 7, 6, and 5 in that order.

2. Selection of the students.

Some systematic method of screening should be adopted. The following factors should be considered:

(1) I.Q.
(2) Achievement test results
(3) Marks
(4) Physical, emotional, and social characteristics
(5) Teacher's recommendation.

See **Manual for Administrators**, p. 14.

It is essential that all these factors, plus others, be given due consideration. In this program, a pupil with keen interest in science might be considered, even if his marks in other areas might not be high.

3. Overall challenge of the program

That this program **did** challenge the intellectual abilities of the students is indicated by evidence from three sources: the students, the parents, and the regular classroom teachers. The small size of the group has enabled the students to work in areas in which they are interested.

4. Administrative procedures

The itinerant teacher approach is successful. The **schedule** might be modified, for example, the itinerant teacher should be responsible for the entire eighth-grade science program. If necessary the number of class meetings should be extended from two to four or five.

In the opinion of observers, including supervisors and principals, the **combination sixth-seventh grade** group was a success, whereas the **fourth-fifth grade** combination encountered difficulties. The maturity levels of these groups developed problems in the presentation of material.

Parents have an important role in such a new plan. Our experience suggests that both parent and child should be consulted before the child is placed in the class. Since this is a new program, the teacher should have opportunities for informal conference with parents.

Transfers of students in and out of the program should take place easily. The principal should be fully informed.

The **report card** should include something more than A or B. Conferences with students and parent are desirable.

The wholehearted support of all administrative personnel is an essential to the success of such a program. This has been a commendable feature of the Pitt County Program.

5. Classroom procedures

To stimulate pupil interest at the beginning of a new unit, demonstrations were used. Every effort was made to tie the new topic to some everyday life experience. Because more materials were available and groups were smaller than normal, it was possible to perform more demonstrations. It was also possible for more individual pupils to carry on experiments and projects. A trained science teacher can give more individual help, especially when classes are small. In addition to the basic text, other sources of information were used. Visual aids were extensively used.

6. Students' evaluation

A questionnaire was submitted to all students. Out of 94 replies, 72 stated that they had definitely enjoyed being in the program; 21 indicated some degree of enjoyment, and only 1 answered negatively. In answer to the question, "What have you liked best about the program?". typical answers were:

"Informal class procedures"

"Small group"

"Opportunity to perform experiments"

"Chance to ask questions and express opinions"

"Challenge from being in group of like ability"

Eighty-six said that they felt that they had learned more science than they would have in a regular program.

Students disliked the fact that the class met only twice a week. They did not like to be responsible for the work going on in the regular class while they were out.

7. Parents' evaluation

Parents as a group felt that the program has challenged their children. Out of 80 replying to the question, "Would you want your child to participate in such a program another year?", 73 said "yes"; 4 "undecided"; 3 "no".

8. Evaluation of regular teachers

Out of 10 cooperating teachers, 9 expressed approval of the plan, and recommended its continuance next year. In answer to the question, "Do you feel that the removal of these students has helped to develop better students in the group not included, nine of 10 teachers answered "yes".

Most teachers found that pupils had been stimulated in their regular work as a result of being in this program.

With the range of ability reduced, the teacher was better able to reach the objectives of instruction with the group left in the regular classroom.

CHAPTER 11

WINSTON-SALEM CITY SCHOOLS

BY

C. DOUGLAS CARTER, DIRECTOR OF SPECIAL SERVICES
WILLIAM C. SELF, ASSISTANT SUPERINTENDENT
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For the past several years, a program of Special Education has been developing in the Winston-Salem City Schools. The major emphasis up to the present time has been upon the provision of the special classes for the mentally and physically handicapped pupils. There is abundant evidence that we, along with most other sections of the country, have been neglecting one of our greatest resources—our gifted children.

America's hopes for continued greatness, her goals for future progress, her most vital weapons of defense and security, indeed her very preservation—all lie, in great measure, within the capacities, abilities, and achievements of her gifted children. For they will be or should be the leaders of tomorrow as we look into the future with high hopes and aspirations. A democracy will always need good leaders, for such a form of government exacts the highest demands of its foremost sons and daughters. The degree of our country's strength and successful endeavor will be dependent upon the opportunities for proper development and training made available to these children with superior intellect and talent.

Probably no system nor uniform plan can be made to fit all children of exceptional mental endowments, but flexibility in dealing with them as individuals is imperative. Emphasis on the importance of special provisions in education for the gifted is consistent with the importance of making special educational provisions for slow learners and for exceptional children in other categories. The principle that special provisions should be made for students of high ability because of their high ability is a part of a broader principle that all educational programs should be adapted to meet the needs and abilities of all students.

In the Winston-Salem City Schools basic policies governing the establishment and operation of its program for the gifted children are:

1. Emphasis in the program is on enrichment instead of acceleration.
2. The students of this class are selected on the basis of superior intellectual ability and performance.
3. The classes originate at the third grade level and are located at centrally located schools within the city.
4. Every effort is made to weave the children and the parents into the total school program.
5. These children are in no way exploited because of their intellectual ability.
6. To insure close parent-school relationship in this program, regularly scheduled discussion groups are held.
7. Parental consent must be given before the child may enter the program.

Preliminary Identification

The preliminary identification is accomplished through the following process:

1. Group achievement test scores of all children are examined. All children attaining a score two or more years in advance of their present grade level are screened for further consideration.
2. Group mental ability test scores are examined. All children attaining an intelligence quotient of 130 or more are screened for further consideration.
3. The child's previous achievement in school is carefully evaluated.
4. Principals' and teachers' impressions of the emotional, physical, and social adjustment are considered.
5. On the basis of the above factors, a selected group of children is established and further screening is carried out.
6. The parents of these children meet with school officials at which time a detailed explanation of the program is given the parents and their opinions solicited.
7. Parents who subscribe to the philosophy of the program and who desire to have their child considered are asked to make an appointment with the Department of Clinical Services for a complete psychological evaluation of their child.

8. At this stage in the selecting process, parents are made to understand that final selection must await the results of the individual psychological examination.

Psychological Evaluation

The individual psychological examination consists of:

1. A thorough study of mental development as measured by clinical psychological procedures—this includes a precise clinical mental quotient, and the determination of specific levels of mental growth. A high vocabulary level is sought, along with an exceptionally good knowledge of abstract words and abstract concepts. Visual and auditory memory are expected at an advanced level also. Other mental traits, such as comprehension, judgment, reasoning, etc., are given consideration to the extent that effort is made to rule out special weaknesses in these areas. Hence, an attempt is made to match the children as closely as possible, not only from the point of view of similar clinical mental quotients, but also in regard to the degree of mental development in all of the above mentioned areas.
2. A personality evaluation using projective techniques—if an excessive amount of emotional instability is revealed, an unfavorable report is rendered. Children who reveal good maturity, security, and stability are given first preference.
3. An interview—this portion of the psychological examination is devoted to gaining a picture of the child's overt characteristics, his interests, hobbies, dislikes and likes, interest in attending the special class, previous explanations given to him by his parents and others as to the purpose and nature of the special class.

After all the above data have been accumulated and properly tabulated, the special class committee meets and carefully evaluates each child's results. A group of children who seem best suited for the class, who will adjust to each other emotionally, and who will not only benefit from the class, but will benefit from its program is then selected.

THE ROLE OF THE SCHOOL

In setting up classes for gifted children at any grade level, every effort is made to weave the class into the school program so that it will operate in a very natural manner among the regular class groups of the school. Since many of its pupils come from other districts and have to break ties of long standing at other schools, much patience and effort goes into orientation and adjustment during the beginning stages of the class.

The successful integration of the classes into the total school program is accomplished only when the entire Faculty and Student Body of the school have made careful plans in preparation for the class. First of all, the program is fully explained to the teachers and, in turn, interpreted to the pupils. Unless this program of interpretation is carried out meticulously, pitfalls will be encountered before very much progress can be made.

Although the gifted class goes along as a segregated group in much of the instructional area of the school program, there are many spots in the curricular and extra-curricular activities such as music, library activities, sports, safety-patrol work, social functions, and participation in student government, where the gifted pupils are integrated with regular pupils. It is important that this integrating process be carried out successfully so that the gifted pupil and the regular pupils will work and play side by side in full acceptance of each other, whether they be engaged in some school-wide activity or working separately in their individual class units.

In summary, the school does several things which make for a successful gifted class program. It provides orientation and adjustment opportunities for the pupils of the class. It weaves the gifted class program into the total school program by capitalizing on the instances where integration is possible. The principal and teachers interpret the program to the regular pupils and parents of the school community.

THE ROLE OF THE PARENT

It is the desire of the school system to help parents to create conditions that give all children security and encouragement. This can come about only by parental love and interest in the child's aims, purposes, problems, and undertakings.

Parent Education is in the form of study groups under the direction of the office of the Director of Special Services and also the committee formulating the policies of the classes.

The following is a partial list that makes up the role of the parent. Others are added or dropped as the situation might demand.

1. The parent should be enthusiastic and share the child's enthusiasm.

2. The parent should give positive encouragement with care and not too freely. One example of this is helping the child gather needed materials.
3. Share experience with the child.
4. The parent should not push or exploit the child.
5. Children should be given responsibility commensurate with their maturity so as to instill a feeling of importance and security.
6. Parents should be encouraged to feel the responsibility in having a conference with either the principal or the teacher.
7. The parent may see a special need of the child and counteract it by giving special help especially if undesirable social traits begin to appear such as egotism, snobbishness, etc.
8. The parents should feel free to make observation in seminar when it is applicable to the entire group. Personal problems should be discussed in private conferences.
9. The attitude of the parent toward the other children in the family should be that all children are individual and should be treated as such.

CURRICULAR AIMS AND OBJECTIVES

The curricular aims and objectives for a class of gifted children might fall quite normally into two categories which are:

1. Enrichment in breadth
2. Enrichment in depth

It is therefore readily seen that in a class for gifted children the principal aim is to have a greater mastery of the curricular areas, a wider scope of knowledge, and to instill a feeling of social responsibility. Yet, this is in relation to the grade level course of study. Although the foregoing is of the utmost importance, it is felt that in the elementary school we are primarily concerned with a curriculum which may help gifted students become familiar with a greater variety of subject matter or sample new creative areas.

In relationship to the curricular areas, it is felt that each pupil should definitely feel the following four needs:

1. The need for belonging
2. The need for participating

3. The need for being recognized
4. The need for being secure

The class should function is a relaxed atmosphere created by the teacher who understands the problems and the needs of the individual pupil. The move toward achievement should be encouraged but not driven. Creativity should be encouraged and appreciated. All concerned are cautioned that in spite of the intellectual gifts of these students, they are still children, that is, the intellectual capacity usually exceeds the emotional, physical, and social development.

The teacher should use each opportunity to instill dependability, personal responsibility, cooperation, honesty, social responsibility, friendliness, and leadership. In all classroom planning, the following should always be considered:

1. Morale
2. Motivation
3. Individual Differences
4. Individual Needs
5. Emotional Problems

Since less time is taken for drill activities, this program is much more flexible. It takes valuable time for correlation in the curricular areas with more time for activity and planning. Of course, methods will only be used in relationship to acceptable educational procedures and shall be based on teacher judgment.

Instruction In Thinking and Study Methods

To develop their mental capabilities, gifted children need definite practice and instruction. The program includes the following:

1. Seeing relationship between ideas
2. Budgeting time
3. Using leisure time well
4. Writing well documented reports
5. Adapting ideas to social action
6. Developing aesthetic values
7. Using Parliamentary Procedures
8. Reading biographies

9. Developing mature reading skills
10. Developing good family relationships
11. Developing good mental and physical health habits
12. Understanding world relations

A teacher should help plan a definite program of accepted activities of practice, that is,

1. Help youth recognize problems
2. Help pupils find aptitude and interests

The program also includes the following:

1. The nature and importance of logical things (Principles and steps)
2. Understanding the tools of thinking
3. Learning how to draw inferences immediately

JUNIOR HIGH SCHOOLS

The provisions for academically talented students in the Winston-Salem Junior High Schools are two fold: (1) The gifted students (upper 3-5%) are grouped as a separate section in the Common Learnings Class. This class is the major required course at each grade level and involves a large block of time each day: four hours in grade seven, three hours in grade eight, and two hours in grade nine. The emphasis in subject content is upon the language skills and social studies areas. The teaching technique generally employed is the problem solving approach which allows for considerable independent and small-group research. This arrangement makes it possible for the class to progress at a relatively rapid pace and to study areas in these content fields not normally undertaken by the typical junior high school student. In addition, the guidance activities which are carried on in this large block of time are geared to the needs of these gifted students.

(2) The remainder of the junior high school curriculum is taught on an hourly period arrangement which provides a very flexible teaching organization in both math and science and in the many exploratory type courses which are offered such as conversational French and Spanish, literature, etc. Each student in the school progresses in these courses at a rate determined by his interest, ability, and achievement. For example, one student may begin his study of algebra in the seventh grade while an-

other student may not begin algebra this early but will begin his study of laboratory science at the seventh grade. The same arrangement is true for the other specific courses offered. This is an attempt to use the evidences of talent in specific areas of knowledge discovered during the elementary school years in such a way as to provide special learning opportunities for the upper fifteen to twenty per cent of the junior high school population.

Seminars for parents of students in the gifted section are held periodically during the year for exchanges of information and a discussion of the progress of the class.

CURRICULUM AND PROCEDURES

Third Grade Program

The role of the Third Grade class in the Gifted Program is to take the children who have been selected from the City Schools of Winston-Salem and mold them into a working unit. Here the basic fundamentals of the State adopted Third Grade Program are taught.

The four major goals to attain during the year are: (1) helping the children to acquire abilities and skills useful in group work, (2) developing and using concepts, insights, and understandings of daily living, (3) developing and using democratic ideals and attitudes for better human relationships, and (4) acquiring and using critical thinking and problem solving in all areas.

Enrichment in the following curriculum to help attain these goals:

Language Arts

Reading—Extensive phonic work concentrating on consonant blends, syllabication, accent, initial and final sounds, origin of words, independent reading program and an introduction to Literature.

Spelling and Vocabulary Development—Enrichment growing out of vocabulary from Science, Social Studies, etc., areas.

Language—With emphasis on creative writing such as fables, fairy tales, and the child's interpretation of art masterpieces.

Dictionary Skills—An introduction to the Junior Dictionary is given with games, drills (time), and usage.

Speaking and Listening—An opportunity is given for children to speak on topics of interest, to participate in choral speaking with self and class evaluation.

Arithmetic—This is the only area where a book written for accelerated classes is used. This book enables the child to move much faster than a child in an average classroom. Rather than cover only four tables in multiplication and division all nine tables would be learned plus two place multiplication and division. Here again, great emphasis is placed on problem solving and critical thinking.

Science—A program is designed around the children's interests and curiosities with the help of resource people in the community. Experiments in which the children make displays in natural science and begin work using the scientific method by doing real experiments in the physical science.

Social Studies—Learning how people lived together now and long ago with experience in writing for information on appropriate topics, doing research, compiling and organizing material in booklet form and discussions. Field trips play an important role in our Social Studies Program, too.

Art and Music—They are integrated in other curriculum areas at appropriate times using songs, dances, and plays for correlation purposes.

Fourth Grade Program

On the fourth grade level, it is very important to give the child a good basic foundation in the state adopted curriculum. This is done through the use of the state adopted textbooks.

1. Reading: To enrich the reading program, the child is acquainted with his literary heritage.

   For enrichment and an insight to their first literature, the following books are used: **The Sunshine Book, Prose and Poetry, Tom Sawyer, Treasure Island, David Copperfield, Oliver Twist, The Firelight Book,** and **The Bluesky Book.**

   Procedure: Children were introduced to the book as a group. First, the class does research to find out as much as possible about the author. Through class discussions, the class exchanged with each other what they had found in research. Soon the class felt that they were acquainted with the style of the writer and were ready to begin the reading of his book. The reading was done silently with each child reading at his own speed. Besides reading in class, the children were permitted to take these books home where they could read at their own leisure. As the child finished reading the book, he was given a number of questions pertaining to the book. These questions were to be answered carefully. As each child finished one set of questions and turned in his paper to the teacher, he was then given another book for reading. After the whole class had finished reading a particular book, there was a discussion period using the questions that were used for the written lesson. Since many of the questions were questions involving the opinion of the child, it was interesting to hear the various opinions. For the questions that could have only one correct answer, we compared our answers.

In the reading program, time was taken for poetry to bring the children and books together through the use of the library books and supplementary books. Many books and related reading materials were provided for personal reading. Thus, an appetite was created for all kinds of reading: biographies, fairy tales, science, realistic, historical, and other types.

2. Spelling: To enrich the spelling word lessons each week, words are added for study from the units of work. Correct spelling is required in all written work. Dictation is given each week stressing the following points: neatness, correct spelling, correct punctuation and capitalization, indention, and good margin.

3. Arithmetic: A variety of experiences are given to make arithmetic more meaningful. Some of the experiences included the working out of bus, train, and airplane schedules—departure and arrival schedules and time of travel; comparison of expenses involved in modern day travel; kept records of the number of gallons of gas a family car used on a particular trip; study of road maps, locating cities, determining distances, estimating time and mileage for various trips to various sections of the country; made up problems and examples for other classmates to work.

4. Language: Children are given experiences in dramatics, choral speaking, creative writing, reports, and public speaking in the form of "talks." The "talks" the children prepared were carefully evaluated by the class. Evaluation points: good opening sentence; interesting topic, worthwhile facts, correct English, good posture, careful preparation, effective use of notes, good closing sentence, and time. The children select their own topics for these "talks." One talk is given each day. In dramatics, each child participated in a fine production of "Peter the Pied Piper."

5. Social Studies: With each unit of study, the class has a planning period. The class decides together just what it wants to

know about the continent, country, and people of the place of study. They also decided what type of work they wished to do with each unit. The activities included exhibits, booklets, villages, plays, posters, and field trips.

Since the community is the tobacco center of the world, the class took a trip out to a farm to see tobacco gathered from the field and processed by the farmer in readiness for the market. As a follow-up the class later took two other trips: one to the tobacco market to see tobacco sold and later to the Reynolds Tobacco Company to see how the tobacco is made into a finished product.

An extensive study of the United Nations making a booklet along with this unit was made.

Presidential candidates and Gubernatorial candidates were an exciting unit. Listening to campaign speeches, reading magazines and newspapers, and holding debates added much to our class. Each child kept all his information by making a booklet. The class experienced the use of voting machines. Each child registered and voted for the candidate of his choice on the day of the election.

The class kept up with the current happenings in the world. Children listened to news programs, read newspapers and magazines and reported to the class on their findings.

The entire social studies program involved a great deal of research and reference work throughout the year.

6. Science: An extensive unit on The Earth, The Sun, and The Moon was made. Papier mâché planets were made and an exhibit set up in the classroom. Oral and written reports were made. Charts and posters were made illustrating the phases of the moon, the constellations, eclipses, and so forth.

   An extensive unit on the human body with many resource people made science most interesting. Also, included with this unit was a study of foods. A nutritionist and a pediatrician talked to the class.

Fifth Grade Program

The fifth grade class follows the basic course of study as provided by the State Department of Public Instruction. The basic course of study is further enriched with the following activities:

The class presents to the student body, their parents, and other interested personnel, a dramatic production. This activity is designed to elicit creativeness and develop the natural talents of the children. Preparation of, and presentation of, such a dramatic nature broadens the area of language arts.

In addition to the basic reading program, the students study **Moby Dick, The Last of the Mohicans, Kidnapped, Treasure Island, Famous Mysteries,** and so forth.

The Reader's Digest Reading Skill Builder is used to increase speed and comprehension of written material.

Each student will write approximately ten original short stories. This effort helps increase written expression and constructively stimulates the imagination.

The children improve their ability in individual research by preparing five to ten minute reports (oral). Their topics are chosen by the students from their own interests. Normally, about four of these reports are given during the school term. One of the four topics will be assigned by the teacher. The goals of such endeavors are:

1. To develop the student's ability for research
2. To increase the poise of each individual
3. To perfect oral expressiveness
4. To enrich the ability of talking from notes
5. To prepare a speech for a specified time

A Social Studies Skill Builder is utilized to strengthen abilities in:

Making reports

Taking notes

Drawing conclusions

Locating references

Reading graphs and maps

Committee work

To further augment the normal plan of study, theories of the origin of man are surveyed against the background of our contemporary societies and its problems.

Sixth Grade Program

The basic course of study is the foundation of the enriched program which is designed to increase in both depth and breadth the curriculum of the sixth grade. In most cases, the state adopted textbooks were used as the "spring boards" which led into using additional supplementary books and materials.

Reading: A literature book entitled **All Around America** is used rather than the state adopted text. The needs of the students are more adequately met because of the emphasis on analyzation of characters, drawing of inferences, writing of summaries, and so forth. The student edition of the **Reader's Digest** is also used. This gives help in various reading skills—increased speed, comprehension, and so on.

Arithmetic: The Allyn & Bacon series is used, **Refresher Arithmetic.** This book supplements the basic text. All the arithmetic skills are summarized in a concise manner for easy reference. Increasingly difficult problems are introduced, as well as other new and interesting fields in the area of mathematics.

Language and Spelling The creative efforts of the students are encouraged in the language program. The writing of original stories and poems and the publication of a class newspaper are examples of ideas which are introduced in the basic text and are brought to fruition through additional research and study.

An outline entitled **Student's Guide To Language Skills** gives help in the field of spelling. Basic rules for how to divide words into syllables, how to spell correctly, etc., are explained through words used as examples. Further language development often calls for definitions and sentences structured around these words. Flash cards of prefixes, suffixes, and combining forms help develop and challenge vocabulary growth. The oral abilities of students are challenged by means of a variety of techniques: debates, reports, current events reporting, and drama, to mention only a few.

Social Studies: A variety of books and a set of encyclopedias provide reference material for reports, debates, discussions, booklets, map work, displays, etc. Art, music and literature are interwoven to achieve the desired aims and objectives.

Science: Experiments both in the state adopted text and other sources help to make science live for the students. A science kit provides the necessary equipment for such experimenting.

Spanish: The emphasis is on conversation and begins with those things which can be used immediately by the student in simple conversation with other students. **El gusto es mio** is a delightful book which is also used. English and Spanish are combined in meaningful stories which the student uses as a background for several items for study from each lesson. Songs, rhymes, and record add variety to the new language.

Seventh Grade Program
in
Common Learnings

The Seventh Grade Gifted Class of the Winston-Salem City Schools had a unique experience this year. One visiting the class might have encountered a student dressed in a traditional Chinese ceremonial robe explaining a passage of Chinese poetry, or one might have heard a student reading a letter from the Egyptian Embassy in Washington interpreting one version of the United Arab Republic. These and many, many other similar occurrences were an outgrowth of a problem around which they centered their activities, "What can we do to bring about a better understanding among the people of the world?"

Certainly, in this atomic age there is a definite need for the people of the world to be able to get along in harmony. This seventh grade class felt that people are able to get along better through understanding and decided to do something about it. They realized that a better understanding could be realized by studying in depth, the literature and history of many of the nations, especially the ones too often neglected in a traditional classroom.

Such stories as: Anderson's **The Emperor's New Clothes,** Ibsen's **An Enemy of the People,** Tolstoy's **How Much Land Does a Man Need,** Mazzini's **The Duties of Man,** Kipling's **Kim,** and Kakuzo's **The Tea Room** were but a few of many literary selections this class analyzed in depth in an effort to gain a clearer understanding of the people these writers represent.

They came to the conclusion modern methods of warfare could be universally destructive and that peaceful efforts—such as they were making—must be realized before Man could live together in peace.

To fully appreciate the significance of this, one only needs to remember that the gifted child being able to appreciate the abilities and aspirations of others, will, in his destined role as a future leader, use his special gift to further the cause of understanding.

Eighth Grade Program
in
Common Learnings

List of Textbooks:

1. **Platt and Drummond, Our World Through the Ages**
2. **Scott, Foresman and Company, Exploring Life Through Literature**
3. **Worktext in English Grammar, The Steck Company, 9th Grade Level**
4. **Landis, Social Living**

Course Content and Teaching Techniques:

The approach to this up-to-date world history text is quite unlike the traditional approach which characterizes so many classes. Instead of proceeding chronologically from chapter to chapter, this class employs the unit-problem solving approach. In using this approach, the textbook is divided into several major units of study. **The Classical Period, The Middle Ages, The Age of Transition** (further broken down into The Age of Discovery, The Commercial Revolution, The Rise of Capitalism, The Rise of the National State, The Renaissance, The Reformation, and the Scientific Revolution), **The Age of Absolutism, The Struggle for Democracy and National Unity,** and others are examples of such units. Although the textbook does not follow this exact pattern in unit organization, these units have been set up with the textbook as a guide. In working on their various problems, students use many supplementary materials.

After a unit of study has been decided upon, it is stated in the form of a problem. For example, "How Did The Age of Transition Lead To A Better Understanding Among The Peoples Of The World?" The problem having been defined, the teacher, using his own discretion and students' suggestions, proceeds to compile a list of desired learnings, suggested procedures, questions to be considered, and related vocabulary. This material is mimeographed and distributed among the students.

The next step consists of breaking up the general problem into subproblems, dividing the class into committees, and assigning a sub-problem to each committee. Committee chairmen are selected, materials are considered, committees discuss their part in the over-all problem, work is divided, and committees begin their research. After committees have exhausted available materials (the city library is used), they consolidate their findings and decide on an effective method of presenting their findings to the class. The presentations are the real test of creativity and resourcefulness. Some of the popular vehicles used are skits, dramatizations, panels, and debates. Visual aids are used to a good advantage.

It should be noted that the above method is not used to the exclusion of other methods. After committee presentations are made and students have evaluated the work, it is necessary for the teacher to recapitulate certain points and clarify things which need clarification.

This method can be quite effective if properly implemented. It does, however, require constant supervision by the teacher.

Exploring Life Through Literature: This course is designed to make students think. The selections in each unit are organized around certain themes, and the themes are pursued to their logical conclusion. For example, one theme is "suspense," strengthening students' knowledge of **plot**; another deals with the trials and pressures of adolescence, which strengthens the students' knowledge of **characterization.** Students are required to write a brief review of each selection, giving a brief statement of the plot, defining the climax, and stating the author's purpose in writing the selection. Significant literary techniques, such as style, mood, characterization, methods of character portrayal, rhyme and meter in poetry, etc., are discussed. During the course of the year, a unit on poetry and tragedy is completed.

English Grammar: The course of study for English grammar is one year in advance of grade level. A worktext, combining textual material with written exercises, is used. Students are instructed not only in the mechanics of grammar but also in its application. One major paper is required for the year. This paper must meet high standards in both form and content. Because the teaching of English grammar is to some extent a matter of repetition from year to year, it is the purpose of this course to carry the student as far as he can go.

Sociology: This text, used primarily as an enrichment device, gives greater substance to many principles expounded in history and literature. To promote greater understanding of man in his geographical, social, and cultural environments is the primary purpose of this study. Considerable attention is also given to man's many social problems.

Individual reports, panel discussions, debates, lectures, and films are all employed in the teaching of sociology.

Current Events: The New York Times Filmstrips are used to promote greater interest in current events.

Ninth Grade Program
in
Common Learnings

Traditionally, the American classroom has concerned itself, in the field of social studies, with problems related to Western societies. However, the ninth grade gifted class of the Winston-Salem City Schools, this year, has centered its study around problems related to the Soviet Union and the Far East as they affect the United States.

A similar study with this specific scope has not been made in the Winston-Salem City Schools. The reasons for making such a study are obvious. It was felt that, in that this class was different by its very nature, a different curriculum should be provided. Also, the students involved have had or will have the opportunity to explore in depth our Western cultures.

The present world-wide situation further made this study a unique and desirable one. Transportation and communication have developed to such an extent that the whole world is only a few hours away. It appears as if Russia and Red China are destined to be our enemies for a long time. The balance of power will be strongly affected by the emerging nations of Southeast Asia.

With this in mind, the ninth grade gifted class undertook to understand the complexities that are involved in the problem, Democracy versus Communism.

The basic social studies text used for this study was **Our Widening World** by Ewing and published by Rand McNally. This book is unique in that it allots deserving space to Oriental culture. **The Foreign Relations Series** published by the North Central Association of Colleges and Secondary Schools was used extensively.

In addition to these and many other noteworthy books, the Department of Special Services of the Winston-Salem City Schools, has provided the **Noble Series of Comparative Classics** for enrichment purposes in gifted classes. To provide uniformity and to accentuate their social studies theme, the ninth grade gifted class concentrated in the area of Oriental and Russian literature. Turgene and Tolstoy became well known to this enthusiastic group.

It is hoped that these leaders of tomorrow, who will be faced with the problems of tomorrow, will be better able to cope with problems affecting the world by their gaining a clearer understanding of a group of people they had, heretofore, known very little about.

ADVANCED PLACEMENT PROGRAM

General Description

The Winston-Salem City Schools is organized in a 6-3-3 pattern of organization and has a total enrollment of some 23,000 pupils. Of these, 907 are enrolled in the twelfth grade. These seniors are housed in 6 senior high schools: Atkins, Columbia Heights, Gray, Hanes, Paisley, and Reynolds. The Advanced Placement Program was planned to offer to seniors advanced level courses comparable to work done at the college freshman level. Four areas of the curriculum were identified for advanced placement work during the 1960-1961 school year. These were: Advanced Biology, Advanced Chemistry, Advanced Composition and Literature, and Advanced World History. The courses were taught at the R. J. Reynolds Senior High School and were designed to be available to seniors from all 6 senior high schools. The students, therefore, attended the advanced placement classes at Reynolds High School, but pursued the remainder of their twelfth grade schedules and participated in extra-curricular activities at their regular high schools.

In the spring of 1960, the guidance counselors in each senior high school were requested to screen all eleventh graders to identify possible candidates for advanced placement courses. In addition, the faculty members in each school were requested to recommend students whom they had taught who they felt could profit from an advanced placement course. On the basis of this screening, the application form was completed. On the comment section of this form, the school furnished appropriate test data. These included an I. Q. score, standardized achievement test scores, scores from the Differential Aptitude Tests, and a summary of all interest inventories. The counselor then interviewed the student in order to evaluate his interest in and attitude toward his possible enrollment in an advanced placement course. If the application were approved by the counselor and the principal, it was submitted to the central reviewing committee. This committee was composed of the Assistant Superinendent in charge of instruction, the Director of Secondary Education, and the Director of Special Services. The reviewing committee made its decision on the following basis:

1. That these classes should be no larger than fifteen (15) students during the 1960-1961 school year
2. That the student should have a superior achievement record and should be above average in intelligence
3. That the student must have exhibited a sincere interest in the course for which he was being considered

Following the selection by the reviewing committee, each student was notified during the summer by the committee and offered a place in an advanced placement course. The student was requested to discuss the matter with his parents and to notify the reviewing committee whether or not he wished to enroll. At this point, enrollment was on a completely voluntary basis and no attempt was made either to encourage the student to enroll or to discourage him from enrolling. Once the decision of the student has been made, his high school principal was notified so that proper scheduling could be worked out.

The selection of teachers for the advanced placements course was made by the central staff with the cooperation of the senior high school principals. The teachers were selected on the following basis:

1. Length of experience in teaching
2. Judgment of the caliber of the teacher's work in previous years
3. Indication that the teacher was willing to undertake a new type of assignment with vigor and enthusiasm
4. Evidence that the teacher had continued her professional growth in past years

Once the teachers were selected, they were interviewed by the Central Staff at which time a description of the advanced placement program and of the type of work which would be carried on at the local level was made. The teachers were assured that this was a completely voluntary assignment and were asked to consider the matter seriously and to decide whether or not they wanted to undertake the work. The four (4) teachers who were approached by the Central Staff all accepted the assignment.

During the summer of 1960, efforts were made to provide the teachers with a summer experience which would contribute to their work in advanced placement courses. Three (3) of the teachers were offered R. J. Reynolds Tobacco Company Advanced Summer Scholarships for graduate study in their field of interest. Two (2) of the three teachers accepted these generous scholarships. One pursued an advanced program in Biology designed especially for this teacher by the University of North Carolina. The other participated in a summer program conducted by the American University in the area of International Relations. This study included four weeks of work in Washington, D. C., and four weeks of work with the United Nations. In the late summer, the teachers were offered an opportunity to attend some of the national advanced placement subject matter conferences in order to meet with other teachers from across the country who are teaching similar courses and with college faculties who are cooperating in advanced placement courses.

All advanced placement courses met on Monday, Wednesday, and Friday at the R. J. Reynolds High School from 8:00 until 9:30 A. M. The students were responsible for providing their own transportation to the class. The school system provided transportation from Reynolds High School to their regular high school at 9:30 A.M. The schedules in all six senior high schools were so designed that each school had a homeroom period from 9:30 to 10:00 A. M. This homeroom period followed the first class in the high school and meant that the students were back in their regular high schools ready for classes at the time for the second period class meeting. On Tuesday and Thursday morning, the students reported to their regular high schools and had a study period until 9:30 A. M. In addition to the regularly scheduled class meetings, the classes met for field trips and special laboratory work on Saturday and on some Tuesday or Thursday mornings.

ADVANCED ENGLISH

The caliber of work in the Advanced English course may be judged by the following syllabus prepared by Moselle Stephenson, teacher of this class in 1960-1961.

Material covered September, October, November — Moselle Stephenson (teacher)

I. **What Is Style,** by F. L. Lucas

II. Vocabulary Quiz, published by Merriam Company

III. Drama
  A. Background study
  B. Aristotelian concept of tragedy
    1. Research
    2. Oral reports
  C. Shakespearean tragedy
    1. Detailed study of **Hamlet**
      a. Oral analyses
      b. Written analyses
      c. Test
      d. Class compositions
    2. Collateral reading
      a. **King Lear**
      b. **Othello**
      c. **Romeo and Juliet**
        1. Written analyses
        2. Oral analyses
    3. Records used
      a. **Hamlet** (Laurence Olivier)
      b. **Romeo and Juliet** (Rosalind Boxall Selections)
  D. Greek tragedy
    1. Detailed study of **Oedipus Rex**
      a. Written analyses
      b. Oral analyses
    2. Collateral Reading
      a. **Electra** (Sophocles)
      b. **Oedipus at Colonus**
      c. **Antigone**
        1. Written analyses
        2. Oral analyses
    3. Record used
      a. **Oedipus Rex** (Shakespearean Festival Players)
      b. **Medea** (Judith Anderson)—adapted by Robinson Jeffers

IV. **Everyman**
  A. Discussion
  B. Record (Burgess Meredith)

- V. Modern tragedy
  - A. **J. B.**, by Archibald Macleish
    - 1. Use of record album (Raymond Massey)
    - 2. Attendance at lecture by Macleish at Davidson College
  - B. Collateral reading
    - 1. Two modern plays (wide selection offered)
      - a. Written analyses
      - b. Oral analyses
    - 2. Record, **Death of a Salesman** (by original cast)
- VI. Composition and grammar (Reference to Harbrace **College Handbook**)
  - A. Corrections and revisions of individual errors made in compositions
  - B. Attention called to main errors made by class
- VII. Beginning the study of poetry

  How Does a Poem Mean? (edited by John Ciardi)
  - A. Class discussion
  - B. Records
    - 1. Selections from America Listens Series
    - 2. Pleasure Dome—Anthology of modern poetry read by its creators: T. S. Eliot, E. E. Cummings, William Carlos Williams, Ogden Nash, W. H. Auden, Dylon Thomas, Elizabeth Bishop
    - 3. Others to be used when suitable

Material covered December—February

Course Outline

- I. Study of drama
  - A. Greek
    - 1. Oedipus Cycle
    - 2. Electra (Sophocles)
  - B. Shakespearean
    - 1. **Hamlet**
    - 2. Collateral reading

- C. Modern
  - 1. **J. B.**
  - 2. **Death of a Salesman**
  - 3. Collatual reading
- D. Analyses

II. Study of poetry

- A. Text—**How Does a Poem Mean?** John Ciardi
- B. Records
- C. Analyses

III. Study of the novel

- A. Development
- B. **Return of the Native**
- C. Analyses

IV. Study of the essay

- A. Noble's **Comparative Essays**
- B. Analyses

V. Composition

- A. Text—Harbrace **College Handbook**
- B. Class themes
- C. Analyses
- D. Research papers

Textbooks

1. **Oedipus Rex**—Fitts and Fitzgerald
2. **Electra**—Noble's **Comparative Classics**
3. **Hamlet**—Kittredge
4. **How Does a Poem Mean**—John Ciardi
5. **Return of the Native**—Hardy
6. **College Handbook**—Harbrace
7. **Comparative Essays**—Noble

Supplementary Books and Pamphlets

1. Various paperback copies of Shakespearean, modern, and Greek tragedies
2. **What Is Style,** by F. L. Lucas—**Free**—Curtis Publishing Co.
3. Vocabulary Quiz—**Free**—Merriam Co.

Field Trip

Lecture by Archibald Macleish at Davidson College

Records

1. **Oedipus Rex**—(Shakespearean Festival Players)
2. **Medea,** adapted by Robinson Jeffers (Judith Anderson)
3. **Hamlet** (Lawrence Olivier)
4. **Romeo and Juliet** (Rosalind Boxall) Selected Scenes
5. **Everyman** (Burgess Meredith)
6. **J. B.** (Raymond Massey)
7. **Death of a Salesman** (Original cast)
8. **Don Juan in Hell** (Laughton, Boyer, Hardwicke, Moorehead)
9. **Tristan and Iseult** (Claire Bloom)
10. **The Wasteland,** read by T. S. Eliot
11. **The Nature of Poetry** by Frank Baxter
12. **Pleasure Dome**—Anthology of Modern poetry read by the creators: Eliot, Cummings, Dylan Thomas, etc.
13. America Listens Series—Selections
14. James Joyce (Frank O'Connor)

Study of Poetry

1. Textbook: Ciardi, John. **How Does a Poem Mean?** Boston: The Riverside Press, 1959.
2. Discussions
3. Oral analyses
4. Written analyses
5. Individual research in periodicals
    - a. **Time Magazine**—Robert Frost, January 6, 1961
      Archibald MacLeish, January 13, 1961
      T. S. Eliot, February 10, 1961
    - b. **Winston-Salem Journal-Sentinel**—"Robert Frost: An Indelible Image" by Marjorie Hunter, January, 1961
    - c. **Saturday Review**—"Tick" by John Ciardi, p. 25, February 18, 1961
    - d. **Horizon**—"A Portfolio of Chinese Masterpieces, "Reproduced by Albert Skira, January, 1961, Vol. 3, No. 3
    - e. **Saturday Evening Post**, "Adventures of the Mind: The Making of a Poem," by C. Day Lewis, January 21, 1961, pp. 18-19, 67-68

6. Special reports
   - a. **Japanese Haiku** (Poetry), Translation in English, Pub., Peter Pauper Press, Mount Vernon, New York, 1955
   - b. Metropolitan Museum of Art—**Japanese Prints,** Album. L J, Dis. Book-of-the-Month-Club

7. Records used
   - a. Frank Baxter: Nature of Poetry, Spoken Arts, 95 Valley Road, New Rochelle, N. Y.
   - b. American Listens Series, **All Around America.** Scott Foresman and Company
   - c. Pleasure Dome: T. S. Eliot (Spoken Arts, 95 Valley Road, New Rochelle, N. Y.)
     Marianne Moore
     E. E. Cummings
     William Carlos Williams
     Ogden Nash
     W. A. Auden
     Elizabeth Bishop

8. Television—"Oedipus Rex," Comparative analysis of Sophocles' drama and Stravinsky's opera, conducted by Leonard Bernstein, February 26, 1961, 4:00-5:30

9. Field trip—Visit to Wake Forest English II Class, Mrs. K. T. Raynor, Instructor

10. Original poetry—written and analyzed

Material Covered—March—May

I. Study of the Essay
   - A. Textbook: **Comparative Essays:** Past and Present. New York: Noble and Noble, 1953
   - B. Discussion
   - C. Oral analyses
   - D. Written analyses
   - E. Collateral reading
     - Fleming, Peter. **My Aunt's Rhinoceros.** New York: Simon and Schuster, 1958.
     - Ludwig, Richard. **Essays Today.** New York: Harcourt, Brace and Co., 1955.
     - Payne, Leonides W. **English Heritage.** New York: Rand McNally and Co., 1956.

Pence, Raymond Woodbury. **Essays by Present-Day Writers.** New York: The MacMillan Co., 1924.

Peterson, Houston, Ed. **Great Essays.** New York: Washington Square Press, Inc., 1960.

Stewart, John L. **The Essay: A Critical Anthology.** New York: Prentice Hall, Inc., 1952.

F. Records

Lamb. "A Dissertation upon Roast Pig."

Favorites of Literature. Audio Book Company, St. Joseph, Michigan

Twain, Mark. "Punch, Brothers, Punch."

Favorites of Literature. Audio Book Company, St. Joseph, Michigan

II. Composition

A. Textbook: **Harbrace College Handbook.** New York: Harcourt, Brace and Co., 1956.

B. Pressure (timed) Compositions

C. Advanced Placement Examination, Form I. B. P. 474910-01. Los Angeles, California: Educational Testing Service, 1960.

III. Study of the Novel

A. Textbook: Thomas Hardy. **Return of the Native.** New York: New American Library of World Literature, 1959.

B. Discussions

C. Structure of plot

D. Character analyses

E. Importance of setting

F. Test

G. Collateral reading with analyses

Four American Novels. New York: Harcourt, Brace and Co., 1959.

Lawrence, D. H. **Sons and Lovers**

Hawthorne, Nathaniel. **The House of Seven Gables**

Austen, Jane. **Sense and Sensibility**

Bronte, Charlotte, **Jane Eyre**

Bronte, Emily. **Wuthering Heights**

IV. Poetry

A. Eliot, T. S. **The Waste Land and Other Poems.** New Rochelle, New York: Harcourt, Brace and Co., 1958.

Analyses

Record

The Waste Land and Other Poems. New Rochelle, New York: Spoken Arts, Inc.

B. Tennyson, Alfred. **Tears, Idle Tears**

C. Arnold, Mathew. **Dover Beach**

D. Dickinson, Emily. **The Chariot**

E. Other records used

Thomas, Dylan. Caedmon Publishers, New York 16, N. Y. 1958.

Poetry of Byron. Caedmon Publishers, New York 16, N. Y. 1958.

Master Recordings in English Literature. Bk. I, II. Alpha Records, New York: Allyn, Bacon, Inc.

Complete Sonnets of Shakespeare: Audio Book Co., St. Joseph, Michigan.

The Audio Book of Famous Poems. St. Joseph, Michigan.

V. Field Trip—"The Glass Menagerie," by Tennessee Williams, Produced by Reynolds High School, Reynolds Auditorium Winston-Salem, N. C., May 12, 1961.

VI. Review of Year's Work

REPORT ON ADVANCED PLACEMENT EXAMINATIONS

July, 1961

Advanced Placement Examinations in Biology, Chemistry, English, and European History were administered to all students (36) enrolled in these courses during the 1960-1961 school year. These examinations were prepared by the College Entrance Examination Board.

All grades on Advanced Placement Examinations are reported on a five-point college-level scale:

5	High Honors
4	Honors
3	Creditable
2	Pass
1	Fail

The scores, 2 to 5, are considered to be passing college grades by the Advanced Placement Program Advisors. Scores of 4 and 5 are generally accepted by colleges as indicative of unquestionable college level achievement. A score of 3, in general, will permit a student to be considered for college credit while a score of 2 is usually given no consideration.

Table XI shows the distribution of scores, regardless of subject:

TABLE XI

ANALYSIS OF EXAMINATION SCORES

Students Examined:	36	
Students Passing:	27	75 percent

TABLE XII

DISTRIBUTION OF SCORES

Students with score of 4:	3	8 percent
Students with score of 3:	8	22 percent
Students with score of 2:	16	44 percent
Students with score of 1:	9	25 percent

In Table III, the examination scores are reported by subjects:

TABLE XIII

ANALYSIS OF EXAMINATION SCORES BY SUBJECTS

		Percent
Biology		
Score of 3:	2	25
Score of 2:	1	13
Score of 1:	5	63
	8	
Chemistry		
Score of 4:	3	20
Score of 3:	2	13
Score of 2:	7	47
Score of 1:	3	20
	15	
English		
Score of 3:	3	50
Score of 2:	2	33
Score of 1:	1	17
	6	
History		
Score of 3:	1	14
Score of 2:	6	86
	7	

CHAPTER 12

WHAT ARE NORTH CAROLINA ELEMENTARY SCHOOLS DOING FOR EXCEPTIONALLY TALENTED STUDENTS?

By Harold Bixler

In the spring of 1960 the North Carolina Commission to Study the Public School Education of Exceptionally Talented Children distributed to all elementary principals in the state a questionnaire (Form E) to survey the activities and interests of the schools in the area of the talented student. Although no arbitrary cut-off point was suggested, the questionnaire asked what was being done for pupils of superior ability, usually defined as pupils with I. Q.'s of 115 and up. Completed questionnaires were received from 369 elementary schools out of a total of approximately 484. In Table XIV we present a summary of replies.

Ability grouping

Before commenting on the replies to the questionnaire it should be noted that there are a large number of small elementary schools in the state. In a school which has only one class or section per grade, it is obviously not possible to do ability grouping. Furthermore, in many schools which are large enough to group, the idea has met with faculty resistance. In view of these questions it is encouraging to know that 68 schools section pupils full time, and 51 other schools were planning to do so in 1960-61.

A second item in Table I refers to part-time ability grouping, often described as the Joplin Plan. Under such an ability grouping plan, pupils are grouped for one or two periods in the day, usually for Reading and Arithmetic. One feature of this plan, in operation in many cities, involves grouping for reading regardless of grade placement. We observe that 127 schools planned to do so in 1960-61. This grouping plan is the method most commonly used to provide for the exceptionally talented.

Special interest groups

Pupils with special talents, as in music and art, or pupils who have special interests as in science, may meet irregularly. Often such clubs meet in school time. We note that 65 schools have such groups with 83 additional schools planning to organize them.

TABLE XIV

ACTIVITIES RELATING TO EXCEPTIONALLY TALENTED STUDENTS

Description	Activities Now in Use	Planned Activities
Ability grouping, fulltime (sectioning pupils into average and below average groups)	68	51
Ability grouping, part time (for one period, as in reading, pupils are grouped according to ability and achievement)	127	50
Special interest groups, as in science, music (meeting irregularly, often with someone other than homeroom teacher)	65	83
Special interest seminars (meeting regularly, before school, after school, or on Saturday, often with lay resource people from community)	21	54
Enrichment, adding depth or breadth in the regular class (may be one or two pupils, or larger group)	111	63
Acceleration-skipping a grade. How many did this, 1959-60?	23	12
Acceleration—doing two years work in one. How many pupils?	11	10
Acceleration—doing three years work in two. How many pupils?	5	9
Advanced courses at an earlier grade than usual, as Algebra, grade 8	27	74
Special classes for gifted (above approximately 130 I Q.) These may come from more than one school, or more than one grade.	14	78

Special interest seminars

Many writers have pointed out the fact that school personnel often do not have the background or the time to conduct seminars; therefore, it has been logical to invite lay resource people in the community to conduct these groups. The distinction between the special interest group and the seminar is that the latter meets regularly. Also, the seminar group as defined here, does not meet in school time, but before school, after school, or on Saturdays. There were 21 schools which scheduled such seminars in 1959-60, and 54 others planned to institute them in 1960-61. Although no statistics are available, it has been interesting to the Commission to learn of the great interest in this type of seminar. In many instances a community sponsor may work with only one student at a time. Often the sponsor invites the student to work in his office or laboratory. Both sponsors and students have reported enthusiastic interest.

Enrichment

Much has been written about enrichment, but there is still uncertainty in the minds of teachers as to just what we mean by this term. Cutts and Moseley in **Teaching the Bright and Gifted** define enrichment as "the substitution of beneficial learning for needless repetition or harmful idleness." Our question defined enrichment as "adding depth or breadth in the regular class curriculum." The survey found 111 school systems reporting such enrichment activities, and 63 others planning to do so. This is the second most frequently used practice. Probably many more schools are listening to T. V. courses, going on field trips, and using other types of enrichment experiences which the typical teacher may regard simply as good teaching practice.

Acceleration

Acceleration has long been used as a means for providing for gifted students. In a small school sometimes this is often the only way, particularly if the pupil is unusually gifted. We find that 23 schools reported pupils who skipped a grade in 1959-60 and 12 others were considering the practice. In New York City and other places, junior high schools have set up programs whereby students may do two years work in one, or three years work in two. There has been little interest in this procedure in North Carolina since only 11 pupils have done two years work in one year, and only five have accomplished three years work in two.

Subject acceleration

The scheduling of advanced courses at an earlier grade than usual is noted in certain eighth grade classes. Under this plan a course such as Algebra is offered to eighth grade students. They may actually sit in a class of ninth grade pupils. Likewise General Science, a ninth grade subject, is open to capable eighth grade students. Twenty-seven schools provided this arrangement in 1959-60 and 74 others indicated their plans to do so in 1960-61.

Special classes

If we define a gifted student as one who has an I. Q. of 130 or higher, we realize that few elementary schools have enough pupils of this caliber to organize special classes. Therefore, many of these special classes enroll pupils from more than one school. Some systems which now have special classes feel that the special class should be organized at third grade level. Children remain in the special class throughout the elementary school. This is true at Winston-Salem where all classes are held in a central school.

Some such special class groups are made up of children from more than one grade, thus becoming a combination class. Such a combination special class of fourth and fifth grade pupils was operated in 1960-61 at Dana School in Henderson County. Fourteen systems had such special classes in 1959-60 and 78 systems planned to set up such classes in 1960-61.

Summary

In summary, therefore, it may be said that the larger schools have available many activities which they may organize for exceptionally talented students. Our review of the schools reporting on this questionnaire has indicated that such provisions are by no means limited to large schools or large systems. It is most encouraging to note the wide-spread interest on the part of the administrators and the lay people in this program.

CHAPTER 13

WHAT ARE NORTH CAROLINA HIGH SCHOOLS DOING FOR EXCEPTIONALLY TALENTED STUDENTS?

By Harold H. Bixler

In the spring of 1960 the North Carolina Commission to Study the Public School Education of Exceptionally Talented Children undertook to make a status survey of methods employed to broaden the program for talented pupils in the high schools of the state. For this purpose a one-page questionnaire was prepared by the Research Director and Staff, and mailed to all high schools. The number that responded was 214. The first section of this questionnaire dealt with staff attention to the needs of talented pupils. What has the staff done to develop interest in providing appropriate educational opportunities for talented pupils?

In Table XV we report activities now in progress, as well as planned activities.

TABLE XV

STAFF ATTENTION TO THE PROBLEMS OF TALENTED PUPILS

	Number of Schools doing these activities	Number of Schools planning these activities
Discussions with teachers at pre-planning sessions	175	17
Teachers attend extension courses on the gifted	41	62
Teachers attend summer school	139	25
Teachers attend institutes, as in science, or guidance	128	46
Faculty meetings, P.T.A. programs	176	14
Faculty committee	24	39

Analysis of the above data reveals certain very interesting facts. It is particularly encouraging to note that 175 schools paid some attention to this problem at pre-planning faculty meetings. It is also significant that 176 schools devoted a faculty meeting or P.T.A. Program to consider this problem. The fact that 128 teachers attended special institutes in science and guidance, in addition to 139 teachers who attended summer school, is an indication of the professional outlook of teachers. Although only 24 schools have faculty committees, 39 other schools plan such faculty committees. We comment on this as a very significant fact. Only by careful study and planning can a sound program be developed.

METHODS EMPLOYED TO BROADEN THE PROGRAM FOR TALENTED PUPILS

The survey blank to which we have referred above also asked for specific information. It is significant that at least 214 high schools in the state are already doing something for this group of students. It is also most significant that 2,238 teachers are involved, with the total of nearly 54,000 students being reached by one means or another.

TABLE XVI

METHODS EMPLOYED TO BROADEN THE SCHOOL PROGRAM

Type of Program	Number Pupils	Number Teachers	Number Schools
Ability grouping	18,190	679	71
Special interest groups, outside of class (clubs)	9,236	405	82
Seminars for highly gifted	150	14	6
Enrichment in regular class	13,114	595	70
Extra subjects, as five solids in high school	11,078	465	91
Acceleration—skipping a grade	20	7	7
Acceleration—two years in one	5	5	5
Acceleration—three years in two	23		2
Advanced courses at earlier grade, as algebra in grade 8	1,201	47	27
Special class for pupils above a certain I.Q., such as 130	757	31	13

Ability grouping

For years ability grouping has been a subject of controversy. In one sense, almost every comprehensive high school has ability grouping. Able students are guided into the college preparatory sections, while less talented students are taking a general course.

Grouping may go beyond course election. If there are three sections of ninth-grade English, pupils may be grouped into a fast, an average, and a slow section. Seventy-one schools, or about one-third of these reporting, follow this practice. The number of teachers involved is 679; and the number of pupils, 18,190.

Special Interest Groups

It is common practice, and has been for years, to form special interest groups or clubs. The 4-H and F. H. A. clubs enroll many students. The survey blank asked for the number of such clubs **which meet outside of class.** It was not our purpose here to poll the number of students in dramatics, journalism and other special interest groups which meet regularly in school time and carry unit credit.

If a good leader can be found, this method requires no financial outlay, yet it yields results. We found this to be one of the most widely used approaches. It is used by 82 schools, and 405 teachers participate.

Seminars

Some aspects of Table XVI deserve further comment. Item three reveals that six schools provide seminars for highly gifted pupils. These schools are as follows:

Charlotte—Myers Park High
Clayton—Clayton High
Greensboro—Page High
Greenville—J. H. Rose High
Kernersville—R. B. Glenn High
Liberty—Liberty Union High

In these six schools 14 teachers in all are conducting such seminars and a total of 150 pupils were enrolled.

Enrichment

Enrichment has been defined by Cutts and Mosely, in **Teaching the Bright and Gifted,** as "the substitution of beneficial learning for needless repetition or harmful idleness." Not every activity that goes under the name of enrichment is beneficial. Additional problems in arithmetic, for example, may be unnecessary as well as boring to the bright student. However, able teachers are able to provide worthwhile enrichment activities. Seventy schools, with a total of 595 teachers, report that they reached 13,114 students by this method. Next to ability grouping, this is the most commonly used approach.

Extra Subjects

Other aspects of Table XVI deserve special comment. Dr. James B. Conant, in his study of the American High School, pointed up the fact that many talented students were not working up to capacity. It is significant that 91 North Carolina high schools have so organized their schedules that 11,078 students are taking extra subjects. We believe that this is a step in the right direction. Other studies of the Commission in selected high schools have probed deeper into this approach. As reported in another place, we have tabulated the number of students with I.Q.'s of 115 who are taking five subjects. The point we wish to make is that the whole purpose of a heavier load is to benefit the superior student. To us it seems to be unwise to assign automatically every high school student to a program including five solid subjects without setting any cut-off point.

Acceleration

Acceleration as a way to provide for gifted students has been a subject of much controversy. Although many school people feel that it is unwise for a student to skip a grade, yet it is recognized that in some schools this is the only way to provide for highly gifted students. The seven schools which reported that students had skipped a grade are as follows:

Bunnlevel—Anderson Creek High
Haw River—Haw River High
Lumberton—Lumberton High
Mebane—Mebane High
Mt. Pleasant—Mt. Pleasant High
Piney Creek—Piney Creek High
Southport—Southport High

In these seven schools 20 pupils were accelerated. It appears from the comments that the eighth grade was the one most often skipped.

Very few schools have plans for permitting students to do two years work in one, or three years in two.

Special Classes

Special classes for gifted pupils, that is those who have an I.Q. of 130 or higher, are increasing. It is interesting to note that 13 high school now provide such special class groups. Many of these schools are assigning more than one teacher to special classes since there are 31 teachers involved and a total of 757 students.

Subject Acceleration

Another provision for talented students, which is becoming increasingly popular in recent years, is scheduling of courses earlier in the school program than they normally appear. In 1959-60 twenty-seven schools did this. One of the most common practices is to permit eighth grade students to elect Algebra. Many other schools permit eighth grade students to elect ninth grade General Science. We note that 1,201 students are enrolled in such advanced courses in the 27 schools. We believe that the number is even larger in 1960-61. Included in this general category is the Advanced Placement Program under which college level courses are given to twelfth grade students. In 1959-60 this plan was in operation in only two systems, Charlotte and Winston-Salem. In 1960-61 the number of such classes was greatly increased and more will be added in 1961-62. This program is under the general supervision of the College Entrance Examination Board which provides the examinations.

Summary

Two hundred fourteen schools cooperated in this survey.

CHAPTER 14

ANALYSIS OF STUDENT LOAD OF TWELFTH GRADE STUDENTS WITH I.Q.'S ABOVE 115

By Harold Bixler

The studies of Dr. James B. Conant have pointed up the importance of scheduling five solid subjects for the academically talented student. The Commission staff members felt that it would be desirable to make a sampling study of student load in the state of North Carolina. About ten years ago Dr. Allen Hurlburt, who was then with the State Department of Public Instruction, undertook to select three representative counties. The counties selected by him were Swain, Iredell, and Beaufort. The Commission staff felt that these three are still representative. Some of the schools in this counties however, were already committed to other research studies. Many, however, did participate. In addition, schools in the five pilot centers volunteered to make a study of their high school senior classes. Twenty-two schools provided data on a mimeographed blank modeled after the blank in Dr. Conant's book, **The American High School Today.**

SUMMARY OF FINDINGS

From our study of the senior classes of 1959-60 in these North Carolina high schools, the following conclusions have been drawn:

1. There were 1.507 students in the 22 schools who returned usable blanks. Of this number 229 had intelligence quotients above 115. Of these 229 academically talented students 117 or 51% of the total were enrolled in less than five solid subjects.

2. In some of these schools members of the Commission staff with the assistance of principals and counselors conducted follow-up case studies. Many reasons were uncovered to explain the fact that these able students were taking less than five solid subjects. Some of them were enrolled in band, others were editors of the school paper, still others were active in student government and numerous other extracurricular activities. The research staff of the Commission does not imply that it would have been better for these students to have taken five solid subjects. The question is raised for future consideration by counselors and others who help students in scheduling.

3. This study was primarily an action research, that is, the aim of the Commission was to stimulate schools to do something about the facts which the research study uncovered. We are happy to report that action did result. In one school in which only about one-half of the pupils were enrolled in five solid subjects, plans were made for the academically talented students in the rising twelfth grade to take courses in a summer school following the junior year. This made it possible for them to continue with the extracurricular activities in which they were so much interested, but at the same time permitted them to graduate with a larger than average number of credits.
4. One aspect of this whole problem of scheduling is not so encouraging. Some schools have required every student to take five subjects. To us, this seems to be an unfortunate approach.

The Data

The data from the 22 schools are summarized in Table XVII on page 261.

CONCLUSIONS AND RECOMMENDATIONS

1. It is obvious from the study of the above data that there are great differences between schools.
2. A study such as this has its chief value in that it stimulates the school to study its own local situation and make plans to correct it if necessary.
3. The daily schedule, that is, the number of periods per day, often prevents able students from taking five solid subjects.
4. If the school has an adequate number of trained counselors, it will be possible for them to work individually with the able students in the rising senior class to the end that potentially lazy students may be encouraged to elect five solid subjects.

TABLE XVII

NUMBER AND PER CENT OF STUDENTS WHO TAKE LESS THAN FIVE SUBJECTS

School Number	No. 12th Grade Students	No. students I.Q.'s above 115	No. such students who take less than five subjects	Per cent taking less than five subjects	No. students I.Q.'s below 115	No. & % taking less than five subjects	
1	26	0	0		26	23	83
2	60	1	0	0	59	58	98
3	26	0	0		26	16	61
4	21	0	0		21	3	14
5	37	2	1	50	35	27	
6	21	0	0		21	21	100
7	29	2	2	100	27	27	100
8	47	3	3	100	44	44	100
9	37	4	4	100	33	32	97
10	101	15	14	93	86	70	81
11	98	7	7	100	91	68	75
12	46	3	2	67	43	43	100
13	29	0	0		29	2	6
14	53	0	0		53	52	98
15	141	21	12	57	120	98	82
16	77	7	7	100	70	60	86
17	63	9	3	33	54	29	54
18	33	0	0		33	32	96
19	73	0	0		73	71	97
20	129	11	9	82	118	114	96
21	64	49	19	39	14	0	0
22	296	95	34	36	201	201	100
Total	1507	229	117	51	1278	1091	85

CHAPTER 15

SURVEY OF SUBJECT CHOICES MADE BY HIGH SCHOOL SENIORS

By Harold H. Bixler

Educators often wonder why high school students select the courses which they take. In order to obtain some data on this problem, the Commission Staff chose representative schools in the state of North Carolina. Some ten years ago the State Department of Public Instruction, for one of their research studies, selected three counties as representatives of their entire state. These were Swain in the West, Iredell in the central part and Beaufort in the East. Therefore, schools in these counties were selected to participate. In the Commission pilot centers, Hendersonville High in Hendersonville and Reynolds High in Winston-Salem were also invited to cooperate. For obvious reasons the schools are not identified in the following pages.

Probably the outstanding finding in this research is the need for more guidance service. Some of these schools had trained counselors; others had none.

PROCEDURE FOR COLLECTING THE DATA

The students in the senior class were handed a two-page questionnaire. The directions for completing the questionnaire were as follows:

"The first purpose is to obtain information on the subjects you have taken and the reasons for taking them. The following reasons are generally considered as those which influence students' choice of subjects. Try to recall which one of these reasons influenced you most in making your subject selections and indicated this one reason by placing a cross mark (X) in the appropriate column (1-6) opposite each subject taken. Mark only the one reason that seemed most important to you.

1. The subject was required in my course of study.
2. I liked or thought I would like the teacher.
3. I was especially interested in the subject.
4. Certain people (other students, parents, school counselor, teachers) recommended that I take the subject.
5. The subject seemed important to me for my future plans.

6. My previous experiences in this subject area were satisfying and successful.

The second purpose of this survey is to determine reasons for **not** taking certain subjects. In the subject areas of academic or college preparatory mathematics, science, and foreign language, we should also like to know why you did not select a particular subject. For each subject which you did **not** take, please choose from the following reasons, the **one** reason which most influenced you not to take the subject. Place a cross mark (X) showing this reason in the appropriate column (7-12) at the **right** opposite the subjects not taken. Check only the **one** reason that seemed most important to you.

7. I was unable to schedule the subject.
8. It was not offered in my school.
9. I was not interested in the subject.
10. Certain people, school personnel, relatives or other students, discouraged me from taking the subject.
11. The subject did not seem important to me for my future plans.
12. My previous experiences in this subject area were generally unsatisfactory to me.

ANALYSIS OF DATA BY SCHOOLS

In school A, 100 twelfth grade students participated. In this school students appear to be ignorant about the courses offered. For example, 48 students indicated that they took Problems of Democracy because it was required, but 33 said that they did not take the subject because it was not offered. In the case of Journalism six students elected the course because they were especially interested, but 66 said it was not offered in the school. The situation in the case of World History is also confusing. Two report that they took the subject because it was required, 12 said that they were especially interested, but 29 were unable to schedule the subject. Reaction to Math courses is also interesting. Forty students selected Algebra I and 46 chose Algebra II because the subject seemed important to them for their future plans. In this area more than any other, we find students taking the subject because it was recommended by certain people such as other students, parents or counselors. Eleven took Algebra I and nine took Algebra II for this reason. In the case of Plane Geometry, 49 indicated that they took the course because it seemed important for their future plans.

In the case of the Sciences the same reasons also showed up. Twenty-four took Chemistry and 12 elected physics because the subject seemed important to them.

SCHOOL B

At school B, 55 students participated in the study. Again there was ignorance of the courses offered in the school. Thirteen students were taking Dramatics, but ten others stated that they did not take it because it was not offered in the school.

In the Mathematics area 19 took Algebra I because it was required in their course of study, ten others indicated that they enrolled because certain people had recommended the subject, and ten additional because they thought it was important to their future plans.

There was also confusion about the science offerings of the school. Forty-two took Biology I, whereas three said it was not offered in the school schedule. Three students elected Biology II, whereas 41 said it was not offered.

Out of a total of 55 students only six stated that they planned to attend a four-year college. Three indicated that they were planning to go to a junior college. Never the less, because of the fact that it is a small school the courses taken by those going into employment after graduation are just about the same as those taken by those going to college.

SCHOOL C

In School C, 76 seniors participated in the study. Again, there seemed to be ignorance about courses offered. Ten students reported that they took Dramatics because a principal or teacher recommended the course, whereas 14 stated that Dramatics was not offered. Eight were taking Journalism but six stated it was not offered. Five students took Problems of Democracy because it was required, thirteen elected it because they were interested, but 44 others said the course was not offered.

In this school relatively large numbers of students elected Mathematics courses. Seventeen took Algebra I and 16 took Algebra II because they thought it was important for their future plans. Sixty-seven pupils enrolled in Biology because the subject was required, yet five students indicated that they did not take the subject because it was not offered. In this school the only foreign language offered was French I and French II. The students took this course for various reasons. Seventeen stated that the subject was required in their course of study and ten because the subject seemed important for their future plans. As this is another small school, it should be noted that students can take a foreign language for only two years.

SCHOOL D

School D is a large high school with a trained counselor, but only 64 members of the senior class participated in this study. In this school students seemed to be better acquainted with the course offerings than in the other schools. However, six students indicated that they were taking Problems of Democracy because the course was required, whereas 42 stated that the course was not offered in the school.

In the Mathematics field relatively large numbers of students were taking Algebra II, Plane Geometry, Solid Geometry and Trigonometry. Many of them indicated the reason for their choice was because the subject seemed important. Fifteen students elected Chemistry because they were especially interested in the subject. Fifteen others stated that they were unable to schedule Chemistry, while twelve indicated that they were not interested. This school offers four years of Latin and two years of French. Of those taking Latin III, eleven indicated they thought it was important for their future plans, and the same number, eleven, also took Latin IV for the same reason. Of the group of 64 students who participated in this high school, 62 plan to go to a four year college, one to a junior college and one to immediate employment. The subject choice indicated that the pupils have been counseled in planning their programs to meet the needs for college entrance requirements.

CHAPTER 16

SURVEY TO IDENTIFY GIFTED STUDENTS

By Harold H. Bixler

In the spring of 1960 every elementary school in North Carolina was invited to cooperate in a survey of gifted students in grades 3, 5, and 8. The Commission defined a **cooperating school** as one which would cooperate in any aspect of the Commission's activities, including this survey of gifted students at three grade levels.

Fifty-two schools representative of the entire state volunteered to participate in one or more of these surveys. These schools identified 812 students with I. Q.'s over 115. Each school was provided copies of a one-page mimeographed GUIDE SHEET FOR IDENTIFYING GIFTED STUDENTS, (Form C). See Appendix A.

This study might well be described as an action research in that the identification of bright students and consequent provisions for them is more important than the tabulation of I. Q.'s. It is this action which could be taken by the principal and teachers of the individual school that would be significant. However, we were also concerned with the characteristics of superior and gifted children. Space does not permit a description of many activities which schools have undertaken to better meet the needs of the children whom they discovered on this survey.

One aspect of this survey deserves some attention. On each child's Guide Sheet certain interests were listed.

TABLE XVIII

NUMBER OF GIFTED CHILDREN WITH SPECIAL TALENTS

Art	276
Creative expression, written	407
Dancing	121
Dramatics	183
Mechanical	96
Music	288
Physical education and sports	298
Science	293
Social Leadership	343

The tabulation of these interests or talents has been revealing as seen in Table XVIII. These superior and gifted students are by no means one-talent pupils. One naturally thinks of art and music as being areas in which such children might be talented or might have opportunities to take lessons. The number of pupils listed under Art is 276, in Music 288.

That academically talented students are inclined to participate in non-bookish activities is clearly demonstrated by the large number who are interested in dramatics and mechanics, as well as in physical education and sports.

Likewise it is abundantly clear that the academically talented student is not a recluse. A total of 343 pupils in these 52 schools are reported by their teachers as being social leaders in their respective groups. We believe this is an encouraging sign.

Summary

In summary then it may be said that a great many elementary schools have been sufficiently interested in exceptionally talented students to survey their local school population, and have obtained comprehensive detailed information about each of the students with an I. Q. of 115 or higher.

The following forms were developed by the North Carolina Commission, based on forms prepared for Dr. Conant, the State Department of Education in Maryland, and other agencies. We acknowledge our indebtedness to them for ideas which we have utilized in preparing our forms.

STUDY OF THE AMERICAN HIGH SCHOOL

Form A

Student's Name ______

School ______

Class of (Yr. of Graduation) ______

Post-High School Record

- ____ Enrolled in college
- ____ Other post-high school education
- ____ Military Service
- ____ Employed
- ____ Housewife (girl)
- ____ Unemployed

Sex: Boy ____ Girl ____

INTELLIGENCE TEST

Name of test______

Date of test______

I. Q.	Percentile Rank

9th Grade List Subjects Studied	10th Grade List Subjects Studied	11th Grade List Subjects Studied	12th Grade List Subjects Studied
English	English	English	English
Algebra I	Algebra I or II (circle)	Algebra I or II (circle)	Solid Geometry
General Math	Plane Geometry	Plane Geometry	Trigonometry
General Science	Biology	Chemistry	Physics
Civics	World History	World History	Physical Science
Latin	Latin	American History	Problems of Democracy
French	French	Latin	Government
Spanish	Spanish	French	Economics
Home Ec. or Agric.	Home Ec. or Agric.	Spanish	Psychology
Phys. Ed	Typing	Typing	Latin
		Shorthand	French
			Spanish
			Typing
			Shorthand
			Bookkeeping

Form C

NORTH CAROLINA COMMISSION TO STUDY THE PUBLIC SCHOOL EDUCATION OF EXCEPTIONALLY TALENTED CHILDREN

Guide Sheet for Identifying Gifted Students

Name of student.. Date..............................

Address of student...

Birthdate .... School ....

Address of school ....

Nominated by teacher .... Principal ....

Intelligence (group) test: Name.............................. I.Q............ Date..........

Achievement test: Name.................... Date.................... Norm....................

Word Knowledge............ Reading............ Spelling............ Language............

Lang. Study Skills.......... Arith. Comp.......... Prob.......... Soc. St. Info..........

Study Skills............ Sci............ Avg............ Average mark: Grade 1............

2........ 3........ 4........ 5........ 6........ 7........ 8........ 9........ 10........ 11........

Social adjustment: Excellent........ Good........ Fair........ Poor........ Comment

....

Physical and emotional defects...

If the student has had individual intelligence tests, record IQ on line below:

Binet.................... Wechsler Verbal.................... Performance....................

Examiner.. Date..............................

Interests: Put a check before the activity or activities in which the child excels. If you desire please comment.

............Art ....

............Creative expression, written ....

............Dancing ....

............Dramatics ....

............Mechanical ....

............Music ....

............Physical education and sports ....

............Science ....

............Social Leadership ....

In your opinion, does this child function at a superior level in his daily work? ....

Personality: Briefly describe ....

....

What are you doing to enrich this pupil's program? ....

....

....

Elementary Schools Form E

NORTH CAROLINA COMMISSION TO STUDY THE PUBLIC SCHOOL EDUCATION OF EXCEPTIONALLY TALENTED CHILDREN

Survey of Activities and Interests Relating to Academically Talented Students

Name of Principal______________________ School______________________

Address______________________ Grades in this school______________

The Commission wishes to know what is being done for pupils of superior mental ability, usually defined as pupils with IQ of 115 and up. In the column on the right, please check opposite those methods you are **now** using. In the column on the left, check the methods you would **like** to use.

Planned Activities	Description	Activities Now in Use
______1.	Ability grouping, full time (sectioning pupils into above average and below average groups)	______
______2.	Ability grouping, part time (for one period, as in reading, pupils are grouped according to ability and achievement)	______
______3.	Special interest groups, as in science, music (meeting irregularly often with someone other than homeroom teacher)	______
______4.	Special interest seminars (meeting regularly, before school, after school, Saturdays, often with lay resource people from community)	______
______5.	Enrichment, adding depth or breadth in the regular class (may be one or two pupils, or a larger group)	______
______6.	Acceleration—skipping a grade. How many did this, 1959-60?	______
______7.	Acceleration—doing two years work in one. How many pupils?	______
______8.	Acceleration—doing three years work in two. How many pupils?	______
______9.	Advanced courses at an earlier grade than usual, as Algebra, grade 8.	______
______10.	Special classes for gifted (above approximately 130 IQ) These may come from more than one school, or more than one grade.	______
______11.	Other (describe) ______________________________	______

Would you like to volunteer to become a cooperating school? Yes______ No______ Doubtful______ There are many activities in which cooperating schools may participate, according to their interests. Please check one or more of the following:

Research No.	Description	Enrollment this Grade
A.	Survey of third grade pupils, judged to be superior either in IQ (115 plus) or achievement. A one-page information blank to be filled out by teacher for each superior pupil.	______
B.	Survey of fifth grade pupils, as described above.	______
C.	Survey of eighth grade pupils, as described above.	______
D.	Description of procedures actually in use to broaden the program for superior pupils in your school.	______

In the space below, or on the back of this sheet, list names of teachers who are engaged in the activities described in Nos. 1-10 above.

High Schools
Form H

NORTH CAROLINA COMMISSION TO STUDY THE PUBLIC SCHOOL EDUCATION OF EXCEPTIONALLY TALENTED CHILDREN

Survey: Staff Attention to the Problems of Talented Pupils

Name of Principal____________________ School____________________

Address____________________ Grades in this school____________

What has been done by the staff to develop interest in providing educational opportunities for talented pupils? In column A check the things you have been doing; in column B, the things you plan to do.

	Column A	Column B
1. Discussions with teachers at pre-planning sessions.	_____	_____
2. Teachers attend extension courses on the gifted.	_____	_____
3. Teachers attend summer school.	_____	_____
4. Teachers attend institutes, as in science, guidance.	_____	_____
5. Faculty meetings, P. T. A. programs, etc.	_____	_____
6. Faculty committee. If you have one, give name of chairman. ____________________	_____	_____
7. Other ____________________________		

Methods Employed to Broaden the Program for Talented Pupils

Type of Program	Number Pupils	Number Teachers	Grades
1. Ability grouping by homerooms	_____	_____	_____
2. Special interest groups, outside of class (clubs)	_____	_____	_____
3. Seminars for highly gifted	_____	_____	_____
4. Enrichment in regular class	_____	_____	_____
5. Extra subjects, as five solids in H. S.	_____	_____	_____
6. Acceleration—skipping a grade	_____	_____	_____
7. Acceleration—two years in one	_____	_____	_____
8. Acceleration—three years in two	_____	_____	_____
9. Advanced courses at earlier grade, as algebra in grade 8	_____	_____	_____
10. Special class for pupils above a certain IQ such as 130	_____	_____	_____
11. Other (specify) ____________________	_____	_____	_____

Form S

COMMISSION TO STUDY THE PUBLIC SCHOOL EDUCATION OF EXCEPTIONALLY TALENTED CHILDREN

Survey of Subject Choices Made by Seniors

To the Seniors:

In order to get specific information about the kinds of courses taken by students the North Carolina Commission for the Study of Exceptionally Talented Children is asking your help.

The information will not become a part of your school record and your responses will be held confidential.

Name... High School...
Sex............ Age Last Birthday............ Address of School...
Total units earned for graduation.......... I.Q. to be filled in by teacher..........
Check the one item which best describes your post-high school plans:

___1. Four-year college ___3. Other vocational training ___5. Employment

___2. Junior college ___4. Military service ___6. Homemaking

Check the type of diploma you expect to receive:

___1. Academic or college preparatory ___3. General

___2. Commercial—any type ___4. Other (____________________)
Name

I chose the above-checked program because: (Check the one reason that seemed most important to you.)

______1. I thought it was the best course of study for me in terms of my interests and abilities.

______2. My parents or relatives recommended that I take this curriculum.

______3. The principal or a teacher recommended that I take this course.

______4. The school counselor assisted me in choosing this course.

______5. I felt it was required as preparation for my future career.

Directions for Completing the Questionnaire

The first purpose is to obtain information on the subjects you have taken and the reasons for taking them. The following reasons are generally considered as those which influence students' choices of subjects. Try to recall which one of these reasons influenced you most in making your subject selections and indicate this one reason by placing a cross mark (X) in the appropriate column (1-6) opposite each subject taken. Mark only the one reason that seemed most important to you.

1. The subject was required in my course of study.
2. I liked or thought I would like the teacher.
3. I was especially interested in the subject.
4. Certain people (other students, parents, school counselor, teachers) recommended that I take the subject.
5. The subject seemed important to me for my future plans.
6. My previous experiences in this subject area were satisfying and successful.

The second purpose of this survey is to determine reasons for not taking certain subjects. In the subject areas of academic or college preparatory mathematics, science, and foreign language, we should also like to know why you did not select a particular subject. For each subject which you did **not** take, please choose from the following reasons, the **one** reason which most influenced you not to take the subject. Place a cross mark (X) showing this reason in the appropriate column (7-12) at the **right** opposite the subjects not taken. Check only the **one** reason that seemed most important to you.

7. I was unable to schedule the subject.
8. It was not offered in my school.
9. I was not interested in the subject.
10. Certain people, school personnel, relatives or other students, discouraged me from taking the subject.
11. The subject did not seem important to me for my future plans.
12. My previous experiences in this subject area were generally unsatisfactory to me.

Cross (X) subjects taken for credit		I took the subject because						I did not take the subject because					
	Subject or Subject Area	1	2	3	4	5	6	7	8	9	10	11	12
	Dramatics												
	Journalism												
	World History												
	American History												
	Problems of Democracy												
	General Math.												
	Algebra I												
	Algebra II												
	Algebra III												
	Plane Geometry												
	Solid Geometry												
	Trigonometry												
	Senior Math. (Col. Prep)												
	Analytic Geometry												
	Calculus												
	Biology I												
	Biology II												
	Chemistry												
	Physics												
	Other Science												
	Latin I												
	Latin II												
	Latin III												
	Latin IV												
	French I												
	French II												
	French III												
	French IV												
	Spanish I												
	Spanish II												
	Spanish III												

Form T

GUIDE SHEET FOR INDICATING PUPIL PERSONALITY TRAITS AND INTERESTS

Pupil's Name____________________ Grade_____ Date__________

School_______________ Teacher_______________ Birthdate________

Studies show that gifted children have many of the following traits. Consider each trait carefully, recalling in your mind specific instances which tend to show behavior as described for each trait. Please rate by checking in the correct column whether the child is:

1. Superior
2. Above average
3. Average
4. Below average

	1	2	3	4
1. Is alert beyond his years. Aware of what is going on, ready to respond to a question or other stimuli				
2. Has keen powers of observation. Sees and notes things in the classroom and school environment and in his day-to-day living				
3. Has a high degree of curiosity. Wants to penetrate more deeply into the "whys" and "wherefores," has an unsatisfied curiosity as the main drive for learning				
4. Is highly imaginative. Is less inclined to follow organization and ideas of others. Usually adds ideas of own				
5. Chooses difficult problems for his years. Is not satisfied with easy and superficial tasks				
6. Fulfills responsibilities which are assigned to him. Can be depended upon				
7. Sets his own standards of high quality. Often discovers and corrects own errors				
8. Employs logical reasoning. Can often form generalizations and use them in new situations				
9. Meets new experiences intelligently. Quickly adjusts to change				
10. Has longer attention span. Is not easily distracted				
11. Has deep and varied interests. Does significant things both in and out of school motivated by his own interests and capacity for self direction				
12. Chooses original methods. Often arrives at correct answers through advanced methods				
13. Is sensitive to artistic media (non-verbal).				
14. Uses artistic media to express himself.				
15. Can judge another child's ability to perform a given task.				
16. Takes into account other people's feelings.				